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ABSTRACT

This Congressional Subcommittee report on education in Israel begins with a brief narrative of impressions on preschool programs, kibbutz, vocational programs, and compensatory programs. Although the members of the subcommittee do not want to make definitive judgments on the applicability of education in Israel to American needs, they are most favorably impressed by the great emphasis which the Israelis place on early childhood programs, vocational/technical education, and residential youth villages. The people of Israel are considered profoundly dedicated to the support of education at every level. The country works toward expansion of opportunities for education, based upon a belief that the educational system is the key to the resolution of major social problems. In the second part of the report, the detailed itinerary of the subcommittee is described with annotated comments about the places and persons visited. In the last part, appendixes describing in great depth characteristics of the Israeli education system (higher education in Israel, education and culture, and the kibbutz) are reprinted. (JW)

[COMMITTEE PRINT]

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FROM THE OFFICE OF
JOHN BRADEMAS, M. C.
3RD DISTRICT, INDIANA

EDUCATION IN ISRAEL

REPORT OF THE
SELECT SUBCOMMITTEE ON EDUCATION

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES
NINETY-FIRST CONGRESS
SECOND SESSION

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
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AUGUST 1970

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CARL D. PERKINS, Chairman

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CONTENTS

Page

1. Acknowledgments v
2. H. Res. 572, authorizing the visit to Israel of the Select Subcommittee on Education of the Committee on Education and Labor vi
3. Itinerary in Israel of the subcommittee, January 13-25, 1970 viii

Part I

EDUCATION IN ISRAEL: SOME IMPRESSIONS OF THE SELECT SUBCOMMITTEE ON EDUCATION (A NARRATIVE SUMMARY OF THE VISIT)

Part II

TRANSCRIPTS AND DESCRIPTIVE MATERIALS CONCERNING THE INSTITUTIONS AND PROGRAMS VISITED BY THE SUBCOMMITTEE

1. General studies of education in Israel 13
   - A. The function of education in social integration in Israel; prepared by the Hebrew University, January 1970 13
   - B. Recommendations of the Parliamentary Committee for Investigating the Structure of Elementary and Postelementary Education in Israel; passed by the Knesset, July 29, 1968 21
   - C. Some aspects of nonconventional methods of education in Israel; prepared by the Henrietta Szold Institute, April 1969 26
2. Particular institutions and programs 13
   - A. The Ma'as sheltered workshops (Yafo) 40
   - B. The Hebrew University of Jerusalem 43
   - C. Children's day nurseries 49
   - D. Comments on kibbutz educational life; recorded at Kibbutz Ayelet Hashahar, January 16, 1970 50
   - E. Remarks of the Mayor of Haifa, Hon. Moshe Flieman, January 17, 1970 51
   - F. Technion—Israel Institute of Technology (Haifa) 54
   - G. Hadassah—Hebrew University Medical Center (Ein Karem, Jerusalem) 55
   - H. Yad VaShem—Martyrs' and Heroes' Remembrance Authority (Jerusalem) 59
   - I. Weizmann Institute of Science (Rehovot) 63
   - J. Southern District Office of the Ministry of Education and Culture (Beer-Sheva) 64
   - K. Chazon Ovadia—Religious Elementary School (Beer-Sheva) 65
   - L. Nitzanim Youth Village 66
   - M. American Joint Distribution Committee—Malben-JDC Services in Israel 75
   - N. Yad Syngalowsky Technical Center of ORT Israel (Tel Aviv) 79
   - O. Kfar Batya—Bessie Gotsfeld Children's Village and Farm School 82
   - P. Mikveh Israel Agricultural Post—Primary School 84
   - Q. The American International School in Israel, Inc. (Kfar Shmaryahu) 86
   - R. Tel Aviv University, Department of Psychology 86

PART III

APPENDICES

Page
1. International Research Program in Israel of the Government of the United States of America; prepared by the Office of the Scientific Attaché, American Embassy, Tel Aviv 89
2. Public Law 480, Education Research Projects in Israel, completed and continuing; prepared by the Institute of International Education, U.S. Office of Education, Washington 106
3. Statistical tables on education and culture; published by the Israel Central Bureau of Statistics and reprinted from the "Statistical Abstract of Israel," 1969, No. 20 115
4. Selections from "Jewish communal services; programs and finances"; published by the Council of Jewish Federations and Welfare Funds, July 1969 161
5. Explanation of "The Kibbutz," prepared by the Guesthouse of Kibbutz Ayelet Hashahar 172
6. "Education: United States of America and Israel," by Whitney M. Young, Jr.; reprinted from Our Community, published by Jewish Community Council of St. Joseph County, South Bend, Ind 174
7. "The Legal Basis of Education in Israel" by Ruth Stanner; published by the Ministry of Education and Culture, 1963 175
8. United Israel Appeal, Inc.—1968–69 budget allocations for activities in Israel 199
9. "Higher Education in Israel"; prepared by the Institute of International Education, with additional notes on Bar-Ilan University (Ramat Gan) and Holon Technical College 201
10. "Teaching and studying at an Israeli University," by Shlomo (Rick) Malt; reprinted from Aliyah News and Views, winter, 1970 206
11. Newspaper articles concerning education from Jerusalem Post during the period of the subcommittee's visit 207
12. "Research and education booming in a nation at War," by Daniel S. Greenberg; reprinted from Science, April 24, 1970 217

PART IV

Glossary of Words 225

ACKNOWLEDGEMENTS

The Select Subcommittee on Education wishes to acknowledge with gratitude the assistance of a number of persons without whose cooperation our visit to Israel would have been impossible.

We wish to thank the U.S. Ambassador to Israel, the Honorable Walworth Barbour, who made available the services of members of his embassy staff, in particular, those of our able control officer, Wat Cluverius, and several extraordinary Israeli expediters, Benny, Shlomo, and Yosef, who were exceedingly helpful throughout our visit.

We wish to thank the Honorable Avigdor Shoham, head of the Division for Official Guests of the Israel Ministry of Foreign Affairs, and other officials, Avraham Naot and Micky Bavly, who arranged many of our appointments.

We were fortunate to have experienced and knowledgeable guides during our visit, Lt. Col. Moshe Bar-Or and Ambassador Aryeh Ilan.

In addition, the subcommittee extends its thanks to Prof. Urie Bronfenbrenner of Cornell University, who provided much helpful counsel in planning our itinerary; Amos Eiran, Labor Attaché of the Embassy of Israel in Washington and Miss Jackie Bunn of the Congressional Travel Section of the Department of State.

We wish to record our special thanks to Bert Liss of South Bend, Ind., who, traveling at his own expense, provided exceptional assistance as special assistant to the chairman for communications and who recorded the conversations reported in this document.

Special thanks are also due to Dr. Samuel Halperin. The select subcommittee is particularly grateful to Dr. Halperin, who planned our schedule of visits to educational institutions in Israel and whose knowledge of both American and Israeli education, and of the Hebrew language contributed immeasurably to the value of our visit. In this regard, we wish to express appreciation to the Lucius Littauer Foundation and its president, Harry Starr, for the financial assistance which made it possible for Dr. Halperin to travel with us.

Finally, we wish to express our deep appreciation to all of the educators, students, Government officials, and others who gave so willingly of their time to enable us to conduct this survey of education in Israel.

JOHN BRADEMAS,
Chairman, Select Subcommittee on Education.

91st Congress } HOUSE OF REPRESENTATIVES { Report
2d Session } { No. 91——

AMENDING HOUSE RESOLUTION 200, 91ST CONGRESS

December 16, 1969.—Referred to the House Calendar and ordered to be printed

Mr. Young, from the Committee on Rules,
submitted the following

REPORT

[To accompany H. Res. 572]

The Committee on Rules, having had under consideration House Resolution 572, report the same to the House with the recommendation that the resolution do pass, with the following amendments:

Strike all after the word "*Resolved*," on page 1, and insert in lieu thereof the following language:

That, notwithstanding the provisions of H. Res. 200, Ninety-first Congress, the General Subcommittee on Labor of the Committee on Education and Labor is authorized to send not more than twelve members of such committee (seven majority and five minority), not more than two majority staff assistants, and not more than two minority staff assistants to the Scandinavian area, Southeast Asia, and countries on the North American continent for the purpose of making a full and complete investigation and study of (1) the circumstances surrounding the production in foreign nations of goods which are subsequently sold in the United States in competition with domestically produced goods; (2) welfare and pension plan programs; and (3) the operation by the Federal Government of elementary and secondary schools, both at home and abroad, with a view to determining means of assuring that the children of civilian officers and employees, and members of the Armed Forces, of the United States will receive high quality elementary and secondary education.

Resolved further, That notwithstanding the provisions of H. Res. 200, Ninety-first Congress, the Select Subcommittee on Education of the Committee on Education and Labor is authorized to send not more than nine members of such committee (five majority and four minority), not more than two majority staff assistants, and not more than two minority staff assistants to Israel for the purpose of making a full and complete investigation and study of (1) Israeli educational institutions receiving United States funds to perform educational research, vocational rehabilitation services, model programs for the handicapped, adult and community services, preschool programs, higher education programs, and so forth; and (2) the applicability of Israeli programs to the improvement of United States education.

Notwithstanding section 1754 of title 22, United States Code, or any other provision of law, local currencies owned by the United States shall be made available to the Committee on Education and Labor of the House of Representatives and employees engaged in carrying out their official duties under section

190(d) of title 2, United States Code: *Provided*, that (1) no member or employee of said committee shall receive or expend local currencies for subsistence in any country at a rate in excess of the maximum per diem rate set forth in section 502(b) of the Mutual Security Act of 1954, as amended by Public Law 88-633, approved October 7, 1964; (2) no member or employee of said committee shall receive or expend an amount of transportation in excess of actual transportation costs; (3) no appropriated funds shall be expended for the purpose of defraying expenses of members of said committee or its employees in any country where counterpart funds are available for this purpose.

Each member or employee of said committee shall make to the chairman of said committee an itemized report showing the number of days visited in each country where local currencies were spent, the amount of per diem furnished, and the cost of transportation if furnished by public carrier, or if such transportation is furnished by an agency of the United States Government, the cost of such transportation, and the identification of the agency. Amounts of per diem shall not be furnished for a period of time in any country if per diem has been furnished for the same period of time in any other country, irrespective of differences in time zones. All such individual reports shall be filed by the chairman with the Committee on House Administration and shall be open to public inspection.

Amend the title so as to read:

A resolution to authorize additional investigative authority to the Committee on Education and Labor.

ITINERARY IN ISRAEL OF THE SELECT SUBCOMMITTEE ON EDUCATION, JANUARY 13–25, 1970

Members of the select subcommittee:

The Honorable John Brademas,
Representative from Indiana,
chairman.

The Honorable James H. Scheuer,
Representative from New York,
accompanied by Mrs. Scheuer.

The Honorable Lloyd Meeds,
Representative from Washington,
accompanied by Mrs. Meeds.

The Honorable Orval Hansen,
Representative from Idaho.

Members of the staff of the subcommittee:

Mr. Jack Duncan,
Counsel and Staff Director.

Mr. Jack Schuster,
professional staff member.

Mr. Charles Radcliffe,
Minority Counsel,
House Committee on Education and Labor.

Dr. Robert Andringa,
Minority Professional Staff Assistant,
House Committee on Education and Labor.

Dr. Samuel Halperin,
Director, Educational Staff Seminar, of the George Washington University (on leave).
Washington, D.C.

Mr. Bert Liss,
Special Assistant to the Chairman,
South Bend, Ind.

Tuesday, 13 January [1]

Arrival at Lod International Airport; proceed to Tel Aviv-Yafo.

2000—Dinner with entire delegation at "Tarshish" Restaurant—Yafo; overnight at the Hilton Hotel, Tel Aviv.

Wednesday, 14 January

0830—Briefing at the American Embassy; meet ambassador Barbaur and staff.

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[1] The official itinerary of the subcommittee commenced on January 13 with the arrival of the chairman. Before this, Congressman Meeds and members of the staff visited: Tel Aviv University, Ma'as Sheltered Workshop in Yafo, several branches of the Tel Aviv Municipal Museum, a Gadna youth base at Ramat Aviv.

0930—Leave for Jerusalem. Tour of new settlements and afforestation projects in "Jerusalem Corridor."

1130 Meeting with Mr. Aharon Yadlin, Deputy Minister of Education and Culture; Yosef Shochet, Deputy Minister; Shmuel Bendor, Director, Foreign Relations of the Ministry.

1230 Visit the Knesset (Parliament).

1300 Luncheon hosted by Mr. Avraham Katz, chairman of the Education and Culture Committee of the Knesset, and with other members of this Knesset committee.

1500 Visit the Mae Boyer Post-Primary School.

1700 Visit the Israel Museum.

2100 Israeli Folklore Evening at the Khan Club; Overnight at the King David Hotel, Jerusalem.

Thursday, 15 January

0900—Visit the Hebrew University Campus on Mount Scopus, including Harry S. Truman Center for the Advancement of Peace.

1000—Meeting with Dr. Avraham Harman, president of the Hebrew University, and senior administrators, followed by a visit of the campus on Givat Ram.

1130—Visit the National Council of Jewish Women (U.S.A.) special project for disadvantaged children at the Hebrew University High School.

1300—Luncheon at the Holyland Hotel with Seymour Fox, director, School of Education, Hebrew University; visit model of Second Temple in Bayit Vegan.

1500—Visit the Ecumenical Institute for Advanced Theological Studies; visit Entratter Day Care Center, Talpiot, Jerusalem.

1600—Tour of Bethlehem, including Church of the Nativity.

2000—Dinner given by Mr. Michael A. Elizur, director, North American Division, Ministry for Foreign Affairs, at the King David Hotel; overnight at the King David Hotel, Jerusalem.

Friday, 16 January

0900—Leave for tour of Jericho, Dead Sea coast, new agricultural areas in Jordan Valley.

1100—Proceed to Kibbutz Kfar Ruppin (collective village).

1230—Tour of the kibbutz followed by a luncheon in the kibbutz; explanation of kibbutz life; tour children's houses and underground bunkers.

1445—Proceed to the Sea of Galilee, Jordan River, Tiberias.

1530—Visit the Holy Places around the Sea of Galilee—Kfar Nahum (Capernaum).

1700—Proceed to Kibbutz Ayelet Hashahar.

2000—Dinner at the Guesthouse with kibbutz educators; illustrated lecture on life in the kibbutz; overnight at the Ayelet Hashahar Guesthouse.

Saturday, 17 January

0830—Leave for the Golan Heights, Banias area.

0900—Tour of the Golan Heights (return by Bnot Yaacov Bridge).

1030—Proceed to Nazareth via Safad.

1230—Luncheon at Nazareth followed by a tour of the city.

1530—Proceed to Haifa through Jezreel Valley.
2000—Dinner given by Mr. Moshe Flieman, Mayor of Haifa, at the Dan Carmel Hotel, with Dr. Benjamin Akzin, Dean of Haifa College; overnight at the Dan Carmel Hotel, Haifa.

Sunday, 18 January

0800—Visit Technion—Israel Institute of Technology.
0900—Visit the Arab Teachers' Training School in Haifa.
1000—Proceed to Baqa al Gharbiya.
1100—Visit Baqa al Gharbiya Primary and Post-Primary schools (Arab education).
1200—Proceed to Caesarea.
1230—Visit the antiquities, the ancient port, and amphitheatre, followed by luncheon at the Club Mediterranée.
1430—Proceed to Tzrifin—(Gadna).
1600—Visit the Gadna (youth battalions) Base.
1700—Proceed to Jerusalem.
1830—Reception given by Mr. S. J. Campbell, the Consul General of the United States of America, at his residence, with educators, journalists, of Jerusalem; overnight at the King David Hotel, Jerusalem.

Monday, 19 January

0900—Visit the John F. Kennedy Memorial—tree planting ceremony.
1000—Visit Yad Vashem: Martyrs' and Heroes' Memorial; discussion by Mr. Gideon Hausner, Member of the Knesset and member of the National Remembrance Authority.
1100—Visit the Hadassah Medical Centre; to be received by Prof. Kalman J. Mann, Director General, Hadassah Medical Organization; tour wards and child development program.
1300—Meeting with Deputy Prime Minister and Education Minister Yigal Allon, at the Ministry of Education and Culture.
1430—Tour of the Old City of Jerusalem.
2030—Dinner with Dr. Reuven Feuerstein, Director, Hadassah Child Guidance Clinic, and Dr. Mocca Abir, Institute for African and Asian Studies, Hebrew University, Peer Restaurant; overnight at the King David Hotel, Jerusalem.

Tuesday, 20 January

0900—Leave for Kibbutz Kiryat Anavim.
0900—Visit the Kiryat Anavim Harei Yehuda Regional Post-Primary School serving various settlements in the "Jerusalem Corridor."
1000—Proceed to Rehovot.
1130—Visit the Weizmann Institute of Science; luncheon given by its president, Prof. Albert Sabin.
1430—Proceed to Moshav Shafir (cooperative village) Lachish development area.
1530—Visit the Shafir Post-Primary School (boarding school) and technical programs.
1700—Proceed to Beersheva.
2000—Dinner given by Mr. Isaac Vardiman, District Commissioner, at the Desert Inn, with educators of the Southern District; overnight at the Desert Inn, Beersheva.

Wednesday, 21 January

0845—Tour of Beersheva building and development zones.
0930—Visit the Mitzpeh Primary School and the Hazon Ovadia Primary School.
1100—Visit the Negev (Arid Zone) Research Institute.
1300—Luncheon at Maxim's Restaurant.
1500—Proceed to Nitzanim Youth Aliyah village.
1600—Visit the village and dine with the students.
1830—Proceed to Tel Aviv-Yafo; overnight at the Dan Hotel, Tel Aviv-Yafo.

Thursday, 22 January

0900—Visit the Mikveh Israel Agricultural Post-Primary School.
1015—Visit Yad Singalowsky, Ort Technical Post-Primary School.
1130—Visit the American School at Kfar Shmaryahu, meet with American School Board and student leaders.
1300—Luncheon at Herzliya, Sharon Hotel, with Ralph Goldman, Israel Education Fund and American Joint Distribution Committee.
1430—Visit Kfar Batya Youth Aliyah Village and secondary school vocational-technical programs.
1600—Meeting with Aluf Mishne (Col.) Rafael Efrat, Spokesman, Israel Defence Forces, at Beit Sokolow Journalists' House; overnight at the Dan Hotel, Tel Aviv-Yafo.

Friday, 23 January

0900—Visit the Municipal Kindergarten-Vav (VI) with Mrs. Nitza Naftal, Superintendent of Kindergartens, Ministry of Education and culture.
1100—Meeting with Hon. Abba Eban, Minister for Foreign Affairs, Dan Hotel.
1300—Luncheon with Aluf (Maj. Gen.-Res.) Haim Herzog, former head of Israeli Intelligence and commentator, Kol Israel (Voice of Israel).
1530—Meeting with Sgan Aluf (Lt. Col.) Yefet Ben-Amos, Commander of the Army School of Basic Education.
1615—Tour Tel Aviv University and meet in psychology department with early childhood education specialists of university; overnight at the Dan Hotel, Tel Aviv-Yafo.

Saturday, 24 January

0730—Sinai and Negev tour by Arkia (Israel Inland Airlines).
1100—Tour of Eilat port and development areas.
1300—Luncheon at Queen of Sheba Hotel.
1430—Return to Tel Aviv over Masada, Jerusalem; overnight at the Dan Hotel, Tel Aviv-Yafo.

Sunday, 25 January

Departure.

PART I—EDUCATION IN ISRAEL

The principal preoccupation of the people of Israel, second only to national defense, is education.

Everywhere we visited, people told us: "Education is the key to the survival of Israel." Moreover, we soon discovered, education is Israel's principal mechanism for integrating a society of diverse peoples and for building a nation out of an assortment of multicultural immigrants.

The following chart illustrates the priorities of education versus national defense.

Comparative expenditures on education and national defense: United States and Israel

*Percentage of Gross National Product spent for education (all levels) (1966–67):	
United States	6. 6
Israel	7. 5
Percentage of budgets of national government allocated to national defense (1969–70):	
United States	41. 8
Israel	42. 0
Percentage of Gross National Product spent for national defense (1968–69):	
United States	9. 1
Israel (estimated 25.0 in 1971)	16. 1

*All estimates provided by Legislative Reference Service, Library of Congress.

Given such figures, it should surprise no one to learn that Israel is deeply committed to raising the educational level of its citizens to that of other industrialized nations of the world. Indeed, in some instances, the educational attainments of Israel already exceed those of Western societies.

Given the monumental problems of a relatively new country, this commitment to education is impressive indeed. That great strides in education have been made since the birth of Israel in 1948 is clear from the fact that today one-third of the total population of Israel is involved in some form of organized educational instruction.

That the population of Israel has grown, from approximately 650,000 in 1948 to 3 million today, raises the first major problem facing the Israeli educational system: the accommodation of the huge influx of immigrants during the past two decades and preparations for absorbing the immigration which is expected to continue.

In the 1948–49 academic year, just 22 years ago, there were 130,000 students in Israeli elementary and secondary schools. Today this figure has leaped to 775,000.

Rapidly growing cities, like Beersheva in the northern Negev Desert, have burgeoned from a few hundred people to 82,000 in less than a generation.

It is clear that providing an adequate educational system for this great infusion of newcomers has been, and will for some time continue to be, the major problem confronting education in Israel.

EDUCATIONAL-CULTURAL GAP IN ISRAELI SOCIETY

Although the sharp rise in the number of immigrants is the most formidable educational dilemma in Israel, the level of education of those immigrants presents a second major problem.

Approximately 50 percent of all Israelis are either from Arab, North African, or Asian backgrounds. Those persons of Jewish background who are from Africa and Asia are described in Israel as "Orientals" or, alternatively, as "Sephardim."

The educational levels of these "Orientals," as compared to the educational attainments of immigrants from Europe and the Western hemisphere are significantly lower. For example, the rate of illiteracy among Oriental Jews is about 45 percent as contrasted with 4 percent among European immigrants, and less than 3 percent among Orientals born in Israel. A key problem, therefore, is how to integrate into the Israeli educational system, and into Israeli society generally, those of Oriental background and bring them to educational levels approximating those of "Europeans" or "Westerners."

To illustrate the magnitude of this problem, one may look at the schools as a microcosm of the Israeli population. Sixty percent of the children in age group 1 through 6 are from Sephardic backgrounds, 50 percent of all children in all elementary schools are from such backgrounds, but only one-third of the children in secondary schools are from Oriental origin.

What is perhaps most striking is that only about 15 percent of university students in Israel are of Sephardic background.

The Ministry of Education is not apparently awed by the task of providing education and facilities for such students. The Deputy Prime Minister (who is also Minister of Education), Yigal Allon, told us that the long-term objective of Israel is to provide free and compulsory education for all children from the ages of 3 through 18. Furthermore, he said, Israel's goal is to make higher education available free of charge to anyone capable of assimilating it.

Clearly, the integration of hundreds of thousands of students from some 90 different countries, speaking over a hundred different languages into one educational system is an immense task. From the subcommittee's observations, however, it is one which is being faced in Israel and, in our view, being met with a remarkable degree of success.

PRESCHOOL PROGRAMS

Education in Israel today is both free and compulsory for 9 years—from the ages of 5 through 13 inclusive.

Recently enacted legislation extends, upward, such education from the age of 5 through age 15 by 1975.

There is, however, a significant preschool or early childhood development component in the Israeli educational system. Although all children are required to be in school at the age of 5, and although such schooling is without charge, children of Oriental background are entitled to participate in preschool programs beginning at the age of 3.

It is here important to point out that, generally speaking, those Jews who come from Oriental or Sephardic backgrounds are often economically and socially disadvantaged. This is the reason, therefore, that Oriental children are also often described as "disadvantaged" children requiring—and being entitled to—what we in America would call compensatory education.

The subcommittee was most impressed to learn that virtually all disadvantaged 5-year-olds and one-half of all disadvantaged 3-year-olds now attend preschool classes.

Deputy Prime Minister Allon told us, moreover, that the Israeli Government has established the impressive goal of providing preschool programs for *all* disadvantaged youngsters by 1972.

Preschool programs are supervised centrally by the Ministry of Education but are operated by a variety of institutions, including municipalities, kibbutzim, moshavim, religious groups, and other agencies. (See glossary on pages 225–227.) Israel's immigration and settlement policies tend to group persons initially along lines which make it both feasible and practical to operate such schools on a village-wide or municipality-wide basis.

Thus in the city of Beersheva, for example, we observed an entire neighborhood composed of approximately 90 percent of persons of Oriental background. The school system serving them was classified by the Government as serving a culturally disadvantaged area and, consequently, free preschools, extended school days, and other compensatory education programs were available to all children who lived there. As a practical matter, then, a good share of the children of Israel are in preschool, early childhood development, or day care centers beginning either from birth or, certainly, by the age of 3.

Approximately 4 percent of the Israeli population live in the celebrated collective agricultural settlements known as kibbutzim. (See also pages 50, 172.) Virtually all the children in the kibbutz are from birth placed in day care, or early development centers. Another 10 percent of the population reside in moshavim (cooperative villages) in which all children receive much the same educational care as do the children of the kibbutz.

In the municipalities, a very high percentage of the mothers work and, therefore, children are placed in day care or child development centers soon after birth or by the age of 3.

For middle-income Israelis, this education is not free, yet a large number of such Israelis dedicate a portion of their family budgets to early learning for their children.

The subcommittee visited several preschool centers and observed them to be well-staffed and well-operated. In the centers we visited in the municipalities, we saw what would be regarded in the United States as dilapidated and deteriorated facilities. Nonetheless, these centers were well attended and the children seemed to be happy and enjoying this early educational experience. Classes ranged from 25 to 35 children, and were adequately staffed, customarily with one teacher and with at least one student teacher, or with a paraprofessional.

We also noted that preschool children seemed able to use tools and equipment which most Americans would consider too sophisticated for 2- to 4-year-olds.

The Kibbutz

One of the forms of Israeli settlement most widely discussed in the United States is the kibbutz. (See glossary p. 225 for definition, also appendix 5, and page 50.) Another form of settlement is the moshav. (See glossary p. 226 for definition.)

In both the kibbutzim and the moshavim children are generally placed in a children's cottage within 4 days to 6 weeks after birth.

The children are raised in the cottage with their peers until they achieve the "age of emancipation," which is, generally 18, when they enter the army.

Parents visit their children in the afternoons and children visit their parents in the parent's cottage for several hours during the evening; older children may also dine with their parents during mealtimes in the central dining hall.

The subcommittee visited one kibbutz, Kfar Ruppin, near the Jordan River, where the children's cottages were linked to a bombproof basement and bunkers, in which the children sleep at night. (This kibbutz was mortared 3 days prior to our arrival.) We also visited Kibbutz Kiryat Anavim, located on the outskirts of Jerusalem, and Kibbutz Ayelet Hashachar, in the Huleh Valley in the north of Israel. (See comments on kibbutz educational life in part II.)

Our discussions with the leaders of individual kibbutzim and with child development specialists indicated that the kibbutz educational system is working quite effectively in terms of the goals established by the several kibbutz movements. We found the young people of the kibbutzim to be bright, alert, and outgoing. They are widely regarded as the leadership cadres of all aspects of Israel life—including the military and governmental.

We were also advised that they appear to be largely free of the stress encountered by children raised in traditional homes, and that they proved to be more readily able to adapt to their peers. Although our visit could not justify firm conclusions about the educational effectiveness of the kibbutzim, we were favorably impressed by the comprehensive, residential-type school setting which is one of its major features.

ELEMENTARY EDUCATION

Elementary education differs among different schools and in different parts of the country. Generally, however, elementary education runs through age 6 to 12. The Deputy Minister of Education, Aharon Yadlin, advised us that Israel has provided facilities for all elementary children in regular day classes. He noted, however, that 13 percent of all elementary school classes had more than 40 students in each class and that the average per class student ratio was 30. Despite the rapid and substantial influx of population. Israel has eliminated double shifting but reduction of serious overcrowding is still an immediate objective of Israeli educational planners.

There is a great deal of emphasis in elementary schools in training the disadvantaged, or Oriental, Jewish child. Again, these schools are often located by neighborhoods so that some 90 percent of the children within a school can be considered "disadvantaged" and can be furnished with effective compensatory programs.

It should be pointed out that no child is classified as disadvantaged, but that when schools are designated as containing significant numbers of such children, special remedial efforts are customarily concentrated in these schools.

The subcommittee was impressed with the low teacher/pupil ratio in these remedial courses. For example, in one school we visited in

Beersheva, in which students leave the regular classrooms for remedial reading and mathematics, one teacher generally works with only four or five pupils.

Children in elementary grades generally spend at least 6 hours a day in school, 6 days a week. Schools in disadvantaged areas have a longer or extended schoolday for cultural enrichment involving extra instruction, tutoring, recreational and athletic programs, Jewish lore, and topics of national concern, such as archaeology, the status of world Jewry, etc. In virtually all elementary schools English or French is taught as a second language beginning in grade 5.

The primary schools we visited have a relatively strong manual arts component. In this respect, it is interesting that modern agricultural instruction is an important part of the curriculum in elementary schools which have access to land and water. Two-thirds of all elementary schools, both rural and urban, have from two to four weekly lessons in agriculture, mostly gardening.

On completing elementary school, young people attend what, in the United States, is called junior high school. Some of these schools are 2 years in duration, and some 3. In many postelementary schools the manual arts curriculum gives way to what seems to us a quite advanced vocational/technical education. At the end of the 2 years of postelementary schooling each student is given a test to determine his proficiency and aptitudes. Those with stronger aptitudes in the vocational/technical field are, where such schools are available, generally placed in comprehensive high schools.

The Minister of Education informed us that Israel is now in the process of changing to a system which generally follows the pattern in the United States, involving 6 years of primary schooling followed by a junior high school or postprimary of 6 years.

Postsecondary education in Israel generally begins at the age of 18, or upon discharge from the armed forces at age 20 or 21. Admission to college or postsecondary is generally conditioned upon the student's school passing a "Bagrut" or matriculation examination given at the end of postprimary school. (See page 225.) It should be noted that, although free compulsory education is the responsibility of the Government, not all schools providing such education are Government or state-run schools. There are also religious schools and so-called independent schools, the latter considered ultrareligious. Both the Government and the religious schools receive total Government subsidy, either from the national Government or from the municipality, while independent schools obtain approximately two-thirds of their support from the Government.

Financial support of postprimary, noncompulsory education is provided either by local authorities or by charitable and civic organizations of various kinds, such as ORT, Hadassah, Pioneer Women, Mizrahi Women, etc. (See, for example, appendix 4 in part III also page 226 in glossary.) Most of these schools also receive some Government assistance. As noted below, the subcommittee made an effort to visit one or more of each type of institution.

SECONDARY EDUCATION

Secondary education in Israel is neither totally compulsory, nor universally free. There are, therefore, not as many secondary schools, on a population basis, as there are in the United States. Nevertheless, about 70 percent of persons of secondary school age attend academic, vocational, or agricultural schools or are enrolled in a residential youth village. Those who do not do so attend special evening schools for working youth.

Secondary schools in rural areas are largely regional secondary schools which serve the kibbutzim and moshavim within driving distance. Expenses of such rural schools are shared by the kibbutzim and moshavim whose children attend them, although the Ministry of Education also provides basic or foundation support.

The subcommittee visited one such regional school at Kibbutz Kiryat Anavim, near Jerusalem. This regional school serves both elementary and secondary school students of the moshavim and kibbutzim in the area. Two-thirds of the expenses of the primary school are paid by the Ministry of Education. The total cost of educating the secondary school students is paid by the federations of kibbutzim and moshavim whose children attend the school.

One particular kibbutz federation, which is composed of approximately one-third of all the kibbutzim in Israel, now guarantees its members full, free secondary education. It is interesting to note that all the teachers in the federation are paid the same salary as all teachers in Israel who are covered by union contracts. The salaries which the teachers receive are paid to their individual kibbutz for utilization there.

VOCATIONAL-TECHNICAL PROGRAMS

Members of the subcommittee were impressed by the fact that all the high schools we visited, whether rural or urban, had a strong vocational-technical component. We observed, in several differing geographical and cultural settings, young people, aged 14 and 15, at work on expensive metal lathes or doing relatively difficult tool and die exercises.

We also felt it significant that nearly all vocational technical secondary schools in Israel are actually comprehensive high schools. In no instance did we visit a school described as a "vocational school" in which vocational training was any more than a part of a comprehensive secondary education. In most of these schools, students attend classes 8 hours daily, 6 days a week, and the vocational part of their education was just that—a supplement to the regular courses in literature, mathematics, biology, botany, Hebrew, English, and other subjects. (Not to mention another 15 hours weekly, on the average, of homework.)

The ORT Israel schools are a good example of highly regarded vocational schools which, in the final analysis, turn out to be excellent comprehensive high schools. We visited for example, the Syngalowsky Technical Center in north Tel Aviv and were greatly impressed with the high caliber of vocational education offered there. In addition to regular secondary courses, most ORT schools, and some of the vocational schools, offered a 5½-year program to graduate highly qualified technicians. (ORT is financed partially through World ORT Union funds from the Joint Distribution Committee and, in turn, from the United Jewish Appeal.) See part II, 2 N. and part III, appendix 4.

Most high schools operate at least 6 hours a day, 6 days a week, while others are open 8 hours daily, 6 days a week. During this period of time, the student studies many more courses than is generally the case in the United States: 12 courses at a time are not uncommon. Almost without exception, Youth Aliyah villages (see below) and religious schools operate longer hours because they have a supplementary educational component, either in religion or in supplementary teaching of the Hebrew language and related subjects for newcomers.

There are also over 75 post-secondary institutions of a specialized character in Israel: academies of music, art, and design, teacher training seminaries, nursing schools, research and other professional institutions. [See appendix 9 in Part III for further discussion.]

THE RESIDENTIAL YOUTH VILLAGE

Another important factor, especially in secondary education, is the network of Youth Villages, many operated by Youth Aliyah.

For example, we visited the Nitzanim and Kfar Batya Youth Villages which are perhaps representative of such villages throughout the country. (See Part II, 2-L and 2-O.) Children come to these villages at the age of 13-17 and live in a communal setting. Nitzanim, for example, stresses agriculture and also has a maritime school. The 300 youth of the village, when they first arrive (from North Africa, Asia, Latin America or simply, from overcrowded, disadvantaged households) spend an intensive time learning Hebrew. In addition to approximately 3 to 4 hours of Hebrew language training daily, they work in agriculture or trades for an equivalent number of hours.

When they reach a proficiency level in Hebrew, they enter a regular curricular program and generally complete a 12th grade education. Youth Aliyah villages are also supported by the Ministry of Education, and in some instances, such as the Nitzanim and Kfar Batya youth villages which we visited, the villages are financed by political parties or by philantropic groups connected with the parties. It is to reiterate, difficult, on the basis of so short a visit to Israel and so cursory a survey of its educational institutions, to make judgements about what lessons we might learn from Israel that would be relevant for educational policy in the United States. Members of the subcommittee believe, however, that the Israel experience with the youth-village concept might be relevant to the U.S. Residential-type programs, particularly for the disadvantaged, in which education and social rehabilitation are important components, seem especially suggestive for further exploration.

GADNA

The subcommittee visited a most unique educational institution, the Gadna Base at Tsrifin, near Ramleh. Earlier, several members of the subcommittee visited a second Gadna camp at Ramat-Aviv, north of Tel Aviv. At these bases, as in other Gadna bases, Israel youth between the ages of 14 and 17 receive a week or more of paramilitary instruction each year during their secondary school career. The Gadna program, which is compulsory in all Jewish secondary schools, is run jointly by the Ministries of Education and Defense and is another link in the Israel effort to weld a unified population by inculcating a sense of national purpose.

Youngsters in secondary schools receive one or more days of Gadna instruction every month in their home schools in such subjects as topography, geography of the Middle East, history of the development of Israel and its settlements; physical development; military drill; and current events in Israel and other countries of the Middle East.

It is also in the Gadna that both boys and girls receive their introduction to the nation-building efforts of the Israel Armed Forces. And it is also while training at Gadna bases and at regional Gadna meetings that many young Israelis have their first opportunity to meet children of many different communities and ethnic and social backgrounds.

Overall, the subcommittee concluded, the Gadna is an effective instrument for bridging cultural gaps and for developing a sense of patriotism and national purpose. We do not know that the Gadna program is relevant to the American scene, but American educators and social scientists might well give further study to it.

Compensatory Programs at All Ages

The members of the subcommittee were impressed by the marked unwillingness of Israeli political leaders and educators to write off any age group or segment of the population. For example, although Israelis tend to place great emphasis on the importance of early learning and preschool activities—in fact they seem in this respect much ahead of the United States—they also expend major efforts on breaking the cycle of educational disadvantages among teenagers and high school dropouts. The pioneer work of Dr. Carl Frankenstein at the Hebrew University Secondary School and Dr. Reuven Feuerstein of the Hadassah Child Guidance Clinic, the inspiring work at the Boyer school in Jerusalem, and the generally impressive view we had of Youth Aliyah Residential Villages all combine to form a picture of an educational system whose leaders are unwilling to tolerate the waste of human potential at any level.

It should also be noted that during our visit we heard many reports about exceptional programs in Israeli adult and continuing education. Certainly the success of Israel in teaching Hebrew and eliminating illiteracy among all but the very old is remarkable for any society, especially one whose heterogeneous population is derived from over 90 countries. Unfortunately, we did not have sufficient time to study this aspect of education in Israel. We believe, however, that a careful study of adult education in Israel could be most useful, particularly in the light of our own extensive problems of adult illiteracy in the United States.

Higher Education

Almost 50,000 students are engaged in higher education in Israel in seven institutions of higher education with university status: Haifa Technion—Israel Institute of Technology, Hebrew University of Jerusalem, Bar Ilan University at Ramat Gan, Tel Aviv University, Haifa University, and University of the Negev in Beer-Sheva (which is a joint effort of the Technion, Hebrew, and Tel Aviv Universities). Additionally there is the Weizmann Institute of Science, located at Rehovoth. (See part III, appendix 9, for a detailed description of higher learning in Israel.)

Higher education is heavily financed by the Ministry of Education, but governed generally by a Council on Higher Education. This council, established in 1958, sets the criteria for accreditation and awarding of degrees and, additionally, is supposed to allocate funds among the different universities. However, we were informed by Dr. Avraham Harman, now president of Hebrew University and formerly Israeli Ambassador to the United States, that the Council of Higher Education was so loath to interfere with the freedom of the universities that it was even apprehensive about distributing the funds and therefore left this responsibility to the Ministry of Education.

Each university in Israel is almost completely autonomous, both academically and administratively. Generally 70 percent of the operations budget of each university is provided by the Ministry of Education, 10 percent by student fees, and 20 percent by donations.

Currently, 60 percent of the development budget for higher education, which includes physical plant, basic equipment and student housing, is provided by the Government and the rest by philanthropic donations. (Everywhere one travels in Israel, not only at institutions of higher education, one sees the tremendous impact of private, philanthropic donations. Most of the buildings on the campus at Tel Aviv University, for instance, were provided by the private donations of Jewish individuals or communities around the world, but mostly from the United States. Because of the profound connection between educational quality and philanthropy, we include in part III, appendices 4 and 8, which detail much of this extensive education philanthropy.)

Student housing presents a most serious problem in Jerusalem, as it does at the other universities. Of the 13,700 students at Hebrew University in Jerusalem, only 3,000 are residents of Jerusalem, 2,700 students are non-Israelis (including over 1,500 Americans) and 4,000 did not take their secondary education in Israel. (The Hebrew University finished housing units for 1,350 students at the southern end of the Givat Ram, Jerusalem campus in February 1970.) The number of overseas students is expected to reach 3,000 this year, while the total student number is expected to reach 18,000 over the next few years. (The university now has 2,400 housing units on its four campuses.)

President Harman of the Hebrew University states that there are presently plans to build a 4-year technical college in which the last 2 years would be high school and the first 2 years college. Additionally, the American concept of junior colleges is being studied. Teacher training colleges or seminaries are located at various points in the country. Many of these are 2-year institutions of higher education, in that only 2 years are required to qualify for a teacher's certificate in primary education unless one is going to teach in the secondary schools, for which at least 1 year of university education is required. (Our impression is that paraprofessionals and parents are widely used in Israeli schools to supplement the work of professional teachers.)

Each Israeli, upon reaching age 18 is generally required to perform military service—up to 30 months for males and 20 months for females. We naturally wondered, then, about the effects of students entering college at a later age than is the general rule in the United States. We were struck by a common response of many Israeli youths when we asked about their eventual choice of career. Their answer tended to be "We have lots of time to think about that—

after the army. . . ." Israeli teachers appeared to believe that such responses are desirable; young people will enter post-secondary educational institutions 3 to 5 years hence and, as more mature persons, will be able to make more effective career choices than those made by high school students elsewhere in the world. Dr. Harman stated that the "maturity provides intensity both in work and play." There appears to be difficulty for some to fit into the academic life after military service, but the military is studying this problem and there are various predischarge college orientation programs actually underway with others in advanced planning stages.

More important, still, the military in Israel has a strong educational component: no boy is rejected solely for lack of education; the army assures everyone of at least a primary school education as a precondition of discharge. The army is also a key manpower agency, which seeks to place veterans in jobs upon their completion of military service. (Not incidentally, girl soldiers often are assigned as teachers and teacher aides in disadvantaged schools as well as in the role of military instructors. Many girls thus get a good introduction to teaching as a professional career.)

RESEARCH

Each of the institutions of higher education which we visited had a strong research component. For instance, researchers at Tel Aviv University are inquiring intensively with advanced facilities, into many questions of early childhood development and cognition. Additionally, considerable research is being done at the Hadassah Hospital in Jerusalem. The Weizmann Institute of Science at Rehovoth, now headed by Dr. Albert Sabin of the United States, is the major research institution in the nation and conducts research with a number of U.S. Government-funded research grants. Understandably, much research is being done in Israel in agriculture as it relates to arid and semiarid areas. (See pt. III, apps. 1–3, for a complete listing of research projects in Israel supported with U.S. Government funds.)

The subcommittee was impressed by the fact that much of the research being done in Israel appears to be directly connected with the goals of the Nation. Moreover, we were impressed by the relative speed with which research in Israel is practically and usefully applied. This characteristic of research can undoubtedly in part be ascribed to the centralized power of the Ministry of Education and to the pragmatic nature of the Government of Israel. We were also surprised by the marked extent to which Israeli scholars and officials of the Ministry of Education and Culture showed familiarity with the work of American academic researchers and the application of research findings in the United States to conditions in Israel. Recent studies of Head Start and ESEA title I were cited by officials at several meetings.

Unfortunately, in our view, much of the promising research work in education in Israel that has hitherto been funded by the U.S. Government through a variety of Federal agencies, much with Public Law 480 funds, is in the process of being phased out. Despite the apparent value and applicability of this research to the resolution of problems in the United States, Federal funds for research in Israel are generally on the decline and U.S.-owned Israeli currency, which has been used to support some of this research, is rapidly diminishing.

The subcommittee would strongly recommend, on the basis of our impression of the relevance and high quality of the research effort in Israel, that agencies of the U.S. Government give serious thought, not to further reducing their support of research efforts in qualified Israeli institutions but rather to expanding it.

U.S. PHILANTHROPY AND ISRAEL EDUCATION

No group of Americans visiting Israel educational institutions could fail to be impressed by the extraordinary contribution to education in Israel of American (and other overseas) charitable organizations.

The efforts of Hadassah, the Women's Zionist Organization of America, in Israel afford a striking example. The Hadassah Hebrew University Medical Center is the most important project in Israel which Hadassah in the United States supports. The center comprises a 660-bed hospital, a medical school jointly run with the Hebrew University, a nursing school, a dental school run jointly with the Hebrew University, and a school of pharmacy.

In addition, Hadassah has entered the field of vocational guidance and vocational education and is pioneering in Jerusalem with new concepts in a combination high school/college/vocational school comprised of the last 2 years of high school and the first 2 years of college. Hadassah is also the chief financial supporter of Youth Aliyah, the children's rehabilitation movement and operates the Seligsberg Comprehensive High School for girls and the Brandeis Vocational Center for boys, two institutions in Jerusalem that are regarded as models of their kind, serving 570 girls and 350 boys, respectively.

All of these educational efforts of Hadassah are sustained by the voluntary contributions and work of 318,000 American women, in all States of the United States, who raise approximately $16 million a year.

Mention should also be made of Mizrahi Women, the organization in the United States which is the religious counterpart of the Hadassah, and which is also very active in education.

The subcommittee visited Kfar Batya Youth Village, north of Tel Aviv, a most inspiring project supported by Mizrahi Women of America. Kfar Batya is a religious, vocational/technical youth village in which the educational facilities and equipment were some of the finest we saw anywhere in Israel. The physical facilities were complemented by the high degree of enthusiasm displayed by the children and the staff.

Another American group is the Pioneer Women's Organization of America, which maintains an impressive network of day care centers and playgrounds in Israel.

These three examples merely demonstrate that a relatively substantial portion of education in Israel is financed by money raised in the United States. From 1948 to 1969 the United Israel Appeal donated over $1.2 billion to Israel, much of which was expended for education, particularly for the education of new immigrants. During the same period, the Joint Distribution Committee (See page 75) expended $185 million, while the sale of Israel bonds raised some $1,109 million. (See part III, appendices 4 and 8 for figures on American Jewish philanthropy and its connection with Israeli development in general and Israeli education in particular. These observations are not to imply that Israel's impressive progress in education is attributable to overseas philanthropic generosity, but only that a thorough understanding of Israeli education also requires familiarity with the sources of financial support including the voluntary giving of overseas Jewry.)

CONCLUSION

With this brief narrative of observations, the subcommittee has attempted only a sketch of some of our major impressions after a 12-day visit to educational institutions in Israel.

None of the members of the subcommittee believes that the time spent in Israel was sufficient to enable us to make sweeping judgments about the accomplishments or failures of the Israel educational system. Still less do we wish to venture final judgments concerning what aspects of education in Israel are readily applicable to American needs. Nevertheless, as must be clear from this report, we were most favorably impressed by the great emphasis which the Israelis place on early childhood programs, vocational/technical education and residential youth villages, three areas in which the Israelis are clearly pioneering.

Moreover, our subcommittee has no hesitation in concluding from our visit that the people of Israel are profoundly dedicated to the support of education at every level and convinced of its importance to the future of their society. Highly pragmatic, characterized by great enthusiasm and by a great confidence in the power of education, the Israelis place very high value upon their institutions of education.

Our subcommittee was highly and favorably impressed by our visit to a country that, despite public criticism of certain aspects of its educational system, seemed to give virtually universal support to raising the quality of education, to expanding opportunities for education, and coupled this support with an obvious sense of confidence that Israel's educational system was the key to the resolution of many of the major problems facing Israel.

In part II, which follows, the subcommittee traces our detailed itinerary in Israel with annotated comments about the places and persons we visited. In part III we reprint as appendices material which describes in greater depth much of what we have sketched above.

Again, to the literally dozens of persons who helped in planning and carrying out our visit to Israel, to the hundreds of educators and government leaders with whom we talked, and, especially, to the young people of Israel we join in saying: "Todah Rabah." (Thank you.)

JOHN BRADEMAS, *Chairman* (Indiana),
JAMES SCHEUER (New York),
LLOYD MEEDS (Washington),
ORVAL HANSEN (Idaho),
Select Subcommittee on Education,
Committee on Education and Labor,
U.S. House of Representatives.

PART II—TRANSCRIPTS AND DESCRIPTIVE MATERIALS CONCERNING THE INSTITUTIONS AND PROGRAMS VISITED BY THE SUBCOMMITTEE

This part contains materials which the Subcommittee believes may be of use to students and scholars interested in the Israeli educational system. These materials are of two major types:

1. Transcribed selections from interviews conducted by the Subcommittee with educators and government officials in Israel;
2. Descriptive materials about the institutions and programs we visited.

In both cases, the materials are arranged chronologically in the order found in the Subcommittee itinerary on page VIII.

1. General Studies of Education in Israel

A. The Function of Education in Social Integration in Israel; Prepared by The Hebrew University, January 1970.
B. Recommendations of the Parliamentary Committee for Investigating the Structure of Elementary and Post-Elementary Education in Israel; Passed by the Knesset, July 29, 1968.
C. Some Aspects of Non-Conventional Methods of Education in Israel; Prepared by the Henrietta Szold Institute, April, 1969.

2. Particular Institutions and Programs

A. The Ma'as Sheltered Workshops (Yafo).
B. The Hebrew University of Jerusalem.
C. Children's Day Nurseries.
D. Comments on Kibbutz Educational Life; Recorded at Kibbutz Ayelet Hashahar, January 16, 1970.
E. Remarks of the Mayor of Haifa, The Hon. Moshe Flieman, January 17, 1970.
F. Technion-Israel Institute of Technology (Haifa)
G. Hadassah-Hebrew University Medical Center (Ein Karem, Jerusalem).
H. Yad Va Shem—Martyrs' and Heroes' Remembrance Authority (Jerusalem).
I. Weizmann Institute of Science (Rehovot).
J. Southern District Office of the Ministry of Education and Culture (Beer-Sheva).
K. Chazon Ovadia-Religious Elementary School (Beer-Sheva).
L. Nitzanim Youth Village.
M. American Joint Distribution Committee-Malben-JDC Services in Israel.
N. Yad Syngalowsky Technical Center of ORT Israel (Tel Aviv).
O. Kfar Batya—Bessie Gotsfeld Children's Village and Farm School.
P. Mikveh Israel Agricultural Post-Primary School.
Q. The American International School in Israel, Inc. (Kfar Shmaryahu).
R. Tel Aviv University, Department of Psychology.

THE FUNCTION OF EDUCATION IN SOCIAL INTEGRATION IN ISRAEL—SUMMARY OF EXPERIENCE AND RESEARCH ACTIVITIES, PREPARED BY THE HEBREW UNIVERSITY, JANUARY 1970

Summary

This memorandum presents a summary of Israel's experience in the use of education as a factor in social integration, and of research activities in this field to date. It also outlines several areas in which further research would be especially useful to Israel and to other countries with similar problems of social and cultural integration.

There is an indication of the possible relevance to the American scene as well as to that in developing countries.

Background

Israel is essentially a country of immigrants. At the time of its formation in 1948 its population was 770,000. During the first three years of its existence, its population doubled; by 1967 it had nearly quadrupled to number 2,657,400. Jews constituted 2,344,900, the balance of 312,500 were Moslems, Christians, Druze and others. Two-thirds of this immense increase was due to immigration. At the time of the British Mandate, prior to statehood, 90% of the population originated from European and other westernized countries; after 1948 more than half the immigrants were from underdeveloped Asian and North African countries. The differences between the Westernized population, members of a modern technological society, and the new immigrant group, which held the values and norms of a traditional, Oriental culture were great. This contrast was reflected in great variations in the level of literacy, basic vocational skills, and family size. The Oriental immigrants lacked the internal leadership crucial to the upward mobility of ethnic groups.

The initial absorption policies were aimed at diminishing the differences by guiding the new immigrants towards conformity with existing values and institutions. However, the new "Oriental" immigrants, as a group, were unprepared to meet the demands of their new society and were unable to assimilate quickly. Due to their lack of both education and vocational skills, the new immigrants filled the lowest level in the society, without representation in the government, professions and other elite groups. A brief look at the data presented in Appendix A gives an idea of the dimensions of the problem.

The size and speed of the immigration posed two serious dangers for Israeli society. One was that a "negative development" would occur, pulling the society towards an Oriental rather than Western culture. The other was, that if the new immigrants were not quickly integrated, the society might polarize, leading to ethnic division. The possibility of the accompanying social conflict, tension and unrest was all too clear. In the face of the constant security threat confronting Israel, it was essential to the preservation of the State that these dangers be averted.

The single most important preventive measure in dealing with these dangers is the opening of tracks of social, political, cultural and economic mobility. One of the most important elements in the achievement of this mobility is, of course, education. Here it is necessary to distinguish between two influences in the educational environment. First, there is the impact obtained from direct forces, that is, instituttions that are specifically dealing with education. Second, there is the influence derived from indirect factors such as shared traditions and cultural norms; educational by-products of activities not directly focused on education are included in this category.

Educational policies in Israel

The school system, which is able to reach the entire population of children, was naturally considered to be the crucial agent of change and integration for the new immigrants. Building on previously established procedures, the first major steps taken were to enlarge the existing school system. For the first time, education through to the eighth grade was made compulsory. It was expected that by providing all children with equal opportunity and by giving uniform treatment, the differences would decrease greatly. This had been the experience in the past. Instead, the outcome was mass failure for the new immigrant children. The conditions which were appropriate for Western children proved inadequate and unsuccessful for the Oriental children.

Administrative steps were taken to alleviate the problems. Standards were lowered for children of Oriental origin. They were passed into the next grade although they had not succeeded in mastering the prescribed studies. This had the effect of pushing the failure into the higher grades, until finally the student, his eight years complete, generally left, inadequately prepared.

The first mistakes of trying to initiate change through administrative procedures gradually led educators to the conviction that differential and compensatory methods were needed. Equality of treatment simply did not yield equality in outcome.

One of the first efforts to overcome this was the "educational promotion of gifted students". One of the main concerns of the program was the development and strengthening of leadership capacity in youth of Oriental origin. Special boarding schools were established, mainly in the Jerusalem area, in which especially gifted students from Oriental backgrounds could receive good post-elementary education. Such education would normally have been impossible due to social, financial and geographical reasons. Although beneficial to the participating students, the program seemed to have little effect on lessening the gap in educational achievement between the majority of students from differing ethnic backgrounds.

In the early 1960's new programs were envisaged and attempted which were designed to meet the needs of all the students of Oriental origin. These programs introduced actual changes in the content and structure of the school system. The "Dual Progress Plan", introduced at this time, divides the students in the 6th, 7th and 8th grades into three teaching levels for the study of Hebrew, Arithmetic and English. The class stays together for most of its classroom and social activities but individuals spend about one-third of their time pursuing studies at a pace appropriate to their own level.

A second innovation is the "Long Day" in which students in need of special training receive extra help after the regular school day is over. This program was introduced in all schools serving a high percentage of disadvantaged students.

Early childhood education is a third area in which new programs were envisaged and initiated. In addition to compulsory kindergartens for all at the age of five, kindergartens starting at age four have been established in disadvantaged areas. There is some question as to whether even this is early enough. Efforts are now being made to reach these children before they enter the school system. (Current work in this area will be discussed in the research section of this paper).

In the early 1960's, in the face of the vital need to maintain rapid economic expansion with its implications for scientific and technological development, educators became convinced that it was essential to upgrade the quality and amount of education provided on the upper levels. Thus a major change in the post-elementary system was planned. Compulsory education is gradually being extended until the 9th grade, and junior high schools will be formed from grades 7–9. These comprehensive schools are not only expected to extend the possibilities open to the individual, but also to increase the contact among students from divergent backgrounds. By breaking away from a complete reliance on neighborhood schools, these new schools will bring together students from different geographic areas. There have been problems and controversy surrounding the establishment of these schools. Some critics contend that it would be better to strengthen the old system rather than substitute a new system that is not fully developed. Training has sometimes been inadequate to prepare the teachers for the new demands. Since the innovation is so recent, there are as yet no data available to determine its success or failure. There is a unique opportunity available for a comparative study of the two systems.

Other influential factors

It seems that indirect factors such as the social behavior and attitudes of various groups and society as a whole have a less measurable but at least as great an impact in the absorption of new immigrants. The force of an egalitarian and religious tradition has already been mentioned. Although it has not been specifically proved, there is evidence that in comparison to other groups of the same socio-economic background, the cohesion of Jewish families of low socio-economic status is relatively high. Partial evidence shows that these families have high expectations for their children. Motivation for educational achievement, where it exists, also appears to be comparatively strong.

The army in Israel has special educational importance because of its near total mobilization of youth of both sexes at the age of 18. The reserves include everyone from the ages of 12–50. Only the school system is equally comprehensive. The army has proved to be the most effective agent in fostering social integration. In the army, the criteria for success are equal and do not depend on success in school; youth who have failed in the school system have a chance to serve with distinction. Due to the present security situation, the army has a high status and level of acceptance in the society. It exerts a strong educational influence through various direct and indirect activities. The emphasis on cooperative achievement, comradeship and personal devotion as necessary to military excellence has led the army to a great investment in education. Basic education and vocational training required for army purposes also provides job training.

One special program, run cooperatively by the Army and the Hebrew University, is an educational enrichment program especially designed for boys of Oriental origin. It emphasizes the need for increased participation of those of Oriental background in the higher levels of the society. During the last eight months of their army service they attend a preparatory course at either the Hebrew University or the Technion. The course is geared to those who have completed secondary school but who are not adequately prepared for University entrance. The program, which includes about 90 boys each year, has been an outstanding success. The dropout rate from the University is approximately 4%, much lower than that for the rest of the student body.

Achievements

What has been accomplished? What has been the success or failure of programs initiated to raise the socio-economic and educational level of the lower levels of the populations? These questions must be answered to provide feedback for Israel's constant efforts to deal with its problems. Nations with analogous problems might be able to learn from Israel's experiences. One measure of achievement is an examination of quantitative change in the representation of those of Oriental background in the higher segments of society. The evidence shows a slow but persistent increase in this direction (see Appendix A).

There are other factors that might be accepted as partial indicators of success. For example, certain negative developments as predicted by pessimists did not occur. Except for one incident in the late fifties, Israel has not experienced any cultural or social unrest; no coincidence of political organization with ethnic origin has developed on a country-wide level. Moreover, social communication among disparate groups appears to be steadily increasing. Another indicator of positive development is the behavior and cohesiveness demonstrated by the entire population during the trying conditions of two wars.

Israel's experience and success in programs of aid and assistance to developing countries seems to provide further evidence of success. Field programs have been held in many African, Asian, and Latin American countries. Individuals from these countries have also been brought to Israel for special training. The experience of Israel in absorbing immigrants of similar background has probably contributed to whatever success these programs have had.

What is demanded now in order to profit from experience is a full evaluation and examination of what has happened and why. Due to its limited and fragmented nature, research to date has yielded only partial answers.

Research activities

Considerable research has been carried out in many fields by investigators at the Hebrew University, the Ministry of Education, Tel Aviv University, and the Henrietta Szold Institute. These efforts have been concentrated in the following areas:

1. Research was undertaken to evaluate what gaps actually existed between the new immigrants of Oriental background and the Westernized Israeli population. This work was an attempt to assess the magnitude of the problems, to describe the relevant dimensions, and to determine the loci of the differences.
2. A large body of ongoing research is concerned with didactics. This work is aimed at adapting teaching techniques and methods without curricular or administrative changes for the teaching of the disadvantaged. The development of more appropriate methods is emphasized. Studies of readiness in various subject areas were also conducted. Attempts have been made to isolate those characteristics which make for a good teacher of the disadvantaged.
3. Another area of emphasis was in the work done with children of preschool age. Research tools were focused on the experimental manipulation of the educational environment of 4–5 year-olds. At present, a new attempt is being made to look at the child at an even younger age within the context of his family. These efforts attempt to examine the background situation of the child before he enters

school. The language, habits, and mores of the family have been examined to determine the basic factors of non-preparation.

4. Researchers have studied the cognitive development of young children. The possible psychological factors that inhibit or hinder growth of cognitive skills such as abstract thinking have been investigated.

5. A few research projects of limited scope have been concerned with the value and attitudinal orientation of the disadvantaged. The impact of adolescent out-of-school activities (such as clubs and youth projects) on expectation and self-concept have been studied. The differences between homogeneous groups have been compared.

6. Sociologists have carried out microsocial and ethnosocial research aimed at the investigation of the processes of modernization. The impact of education as a major institutional aspect of these processes has been analyzed, both in Israel and on a broader comparative level.

7. The Ministry of Education has recently initiated self-evaluative studies to determine the positive or negative value of changes made in structure and content of the school system. This includes evaluation of programs such as the boarding schools, the long day, and curriculum reform.

8. An effort is being made to analyze the feasibility of using the secondary school framework for further work with the disadvantaged. Although these schools are neither compulsory nor free, an ever-increasing portion of Oriental youth is enrolling. It is essential that attention be given to upgrading the higher levels of education in addition to the emphasis on early childhood.

Evaluation of Research Needs

Despite all these efforts, however, there has not yet been a systematic evaluation of those factors having a major impact on, or contributing to, the integration of the disadvantaged into the society. Similarly, the various tools and methods utilized to achieve this goal have not been sufficiently evaluated. Research has been limited and fragmented partly owing to the funding situation. There is a great need for a comprehensive approach to clearly analyze what has happened up to now. Models for the future must be developed. The results of such research might prove relevant not only to Israel but also to other countries. Because Israel has and is changing so rapidly, it is crucial to launch a major effort now, before data are irretrievably lost.

A few special institutions have been formed to deal with critical subject areas. For example, the Ministry of Education has established a Center for Educational Institutions in Need of Care. Within the Hebrew University of Jerusalem is the Center for Research in Education of the Disadvantaged, funded by the National Council of Jewish Women. The aim of the Center is to provide guidance and coordination for activities in this area, but so far, the level of funding has forced a limited and fragmented approach. The Center has attracted the interest and participation of many scientists. Projects are supported which deal with the training of tutors to work with the disadvantaged, the study of the influence of adult expectation on classroom behavior, the stimulation of early intellectual development, and an evaluation of the Army enrichment program previously mentioned.

The Center exists but is at present unable to meet the need. This framework should be expanded so that the Center could serve as a base for the coordination and direction of activities in the area of education of the disadvantaged.

The continuation and expansion of the efforts to date are important. In addition to this, it is necessary to initiate research dealing with new and anticipated problems. The following are some of the most crucial of these concerns.

1. Israel is on the threshold of launching a major school reform that will not be fully initiated until the middle seventies. The reform is focused on intervention at a very early age, together with an upgrading of the system at the higher level. It is not yet known what impact this will have on the disadvantaged. A unique opportunity exists for studies of a true "before-after" nature. Comparisons of the effectiveness of the old and new systems could and should be made. The size and centralization of the school system make it possible for research efforts to quickly reach the entire population.
2. Various experiences and developments over the last few years have had a strong influence on Israeli society. The rapid and continuous rise in the standard of living, the advancements made in science and technology, and also the experiences during times of war and tension have all made their mark on society. All these changes have certainly had an accumulative impact on educational needs. There is an urgent need to investigate these changes and to evaluate their implications in terms of educational priorities and methods.
3. Research on the sociological aspects of education should be extended. This work is primarily concerned with the interaction between educational systems and social processes.
4. Educational planning urgently needs attention in Israel. A huge amount of money is invested in education each year in spite of the lack of a systematic evaluation of alternatives which would permit a balanced allocation of means and resources in education. This kind of analysis would enable the expenditures in education to have a greater impact where most needed.
5. Another area of research needs is that commonly termed the "affective domain". How does the self-concept and ego strength of an individual relate to his success in school and society? What effect does education have on strengthening or weakening these qualities? Problems of alienation and family context also need to be examined.
6. Research would be useful in the framework of the programs providing educational assistance to other countries. Israel's unique experience in the absorption of communities from developing countries and their integration into a Western technological society would seem to give her a relative advantage in this field. This experience should be of considerable pertinence to developed countries facing the problem of socially disadvantaged strata in their society, as it is to developing countries which have already availed themselves of Israel's aid in the past. An evaluation of the problems in relation to Israeli experience would lead to improvement in these projects. Developing countries and nations conducting extensive assistance programs would probably find the information extremely valuable in terms of their own programs.

Conclusion

It is our belief that Israel's unique experience in integrating diverse groups into the society is of value to other nations. Evaluation of the factors that had an impact on integration and a systematic assessment of the methods and tools utilized would be beneficial to the efforts of those countries with analogous problems. Cooperation with the United States on this project would be most valuable.

APPENDIX A

1. JEWISH POPULATION, ACCORDING TO CONTINENT OF BIRTH (PERCENTAGES) (8.11.48—1968)

Continent of birth	8.11.48	1951	1960	1968
Total	100.0	100.0	100.0	100.0
Israel	35.4	25.5	37.4	44.0
Africa-Asia	9.8	27.6	27.6	27.2
Europe-America	54.8	46.7	35.0	28.8

Source: Statistical Abstract of Israel No. 20.

2. POPULATION AGED 14 AND ABOVE, ACCORDING TO NUMBER OF YEARS OF SCHOOLING AND CONTINENT OF BIRTH (PERCENTAGES) (1961 AND 1968)

	Number of years of schooling					
	0	1 to 4	5 to 8	9 to 12	13 plus	Total
JEWISH POPULATION						
1961 (total)	12.6	7.5	35.4	34.6	9.9	100
1968 (total)	10.4	7.7	31.9	38.1	11.9	100
Continent of birth:						
Israel	1.4	1.4	21.4	58.5	17.3	100
Asia-Africa	25.6	9.3	37.3	23.8	4.0	100
Europe-America	2.8	10.2	33.4	38.0	15.6	100
NON-JEWISH POPULATION						
1961	49.5	13.9	27.5	7.5	1.5	100
1968	42.8	13.9	30.8	11.5	1.3	100

Source: Statistical Abstract of Israel No. 20.

3. EMPLOYEES ACCORDING TO CONTINENT OF ORIGIN AND OCCUPATION (PERCENTAGES) 1957–58—1963–64

	1957–58		1963–64	
	Asia-Africa	Europe-America	Asia-Africa	Europe-America
Liberal professions	4.8	13.3	7.1	16.7
Clerks	8.7	24.6	9.3	21.5
Skilled workers	34.2	41.4	42.6	42.9
Unskilled workers	52.3	18.7	41.0	18.9
Total	100.0	100.0	100.0	100.0

Source: Bank of Israel, special survey on income groups in Israel, August 1968.

APPENDIX B

RESEARCH PROJECTS ON EDUCATION AT THE HEBREW UNIVERSITY, SPONSORED BY U.S. DEPARTMENT OF EDUCATION, 1964–70

Investigator, subject, and description	Amount (IL)	Period
School of education:		
Dr. A. Minkowich: "The Role of Readiness, Enriched Experience and Manipulatory Activities in the Instruction of Mathematics: Action Research." Investigation of the nature and area contents of a child's readiness for numerical and spatial operations before entering school, its implications for curriculum construction, and for the methods of teaching arithmetic in the lower grades of elementary school.	184,450	Sept. 1, 1964, to May 31, 1968.
Dr. R. Kohen-Raz: "Physiological Maturation and the Development of Formal Thought in Adolescence." The aim of this study is to test the theory that the decisive transitory stage from concrete to formal operative thought might be located in the earlier phases of adolescence.	106,000	July 1, 1966, to Sept. 30, 1969.
Dr. D. Feitelson: "Effects of Heterogeneous Grouping and Compensatory Measures on Culturally Disadvantaged Pre-School Children." The main purpose of the study is to investigate whether privileged peers can serve as an enriching influence within the framework of a compensatory program.	319,538	July 8, 1966, to Apr. 6, 1970.
Department of sociology:		
Prof. S. N. Eisenstadt,[1] Prof. D. Weintraub, Dr. H. Adler, and Dr. Z. Lamm: "A Study of Functions and Effectiveness of Education Systems in Modernization". The project has undertaken a systematic comparative analysis of processes of modernization from the point of view of educational systems as they exist in a number of developing societies.	307,600	Jan. 1, 1966 to Dec. 31, 1969.
Prof. S. N. Eisenstadt and Mr. Y. Peres: "Some Problems of Educating a National Minority". The aim of this project is to study the effects of Israeli education on the emergence of national identity among the Arabs of Israel.	81,202	Oct. 1, 1965 to Sept. 30, 1968.
Prof. H. Ben-David and Dr. H. Adler: "The Impact of Education on Career Expectations and Mobility". The aim is to study the effects of differences in the atmosphere of academic and vocational high schools and to compare the aspirations of 17-year-olds with actual career experiences of a 27-year-old group.	107,500	Oct. 1, 1964 to Mar. 31, 1968.
Dr. O. Schild: "Culture and Simulation Structure Determinants of Life Strategies in USA and Israel". The purpose of the study is to assess learning by adolescents induced by participation in the parent-child game.	45,156	Sept. 1, 1967 to Jan. 31, 1969.
Dr. M. Inbarar: "Game Experience as a Basic Learning Variable"	89,688	Sept. 1, 1967 to Jan. 31, 1970.
Department of psychology:		
Dr. S. Herman: "Identity and Cultural Values of High School Pupils in Israel". This is an overview of the nature of the emerging Israeli identity, and a semantic differential substudy of concepts relevant to the ethnic identity of Israeli high school pupils.	130,450	Sept. 1, 1963 to July 31, 1969.
Dr. C. Greenbaum:[1] "Assessment of the Reinforcing Environment in Pre-School Children." Preliminary reliability data from an observational, cross-cultural, longitudinal study of children's behavior and interaction with their environment are being studied.	175,000	July 1, 1966 to June 30, 1969.

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[1] Both of these grants were suspended by the U.S. Office of Education before the final termination date, due to a cutback in funds.

RECOMMENDATIONS OF THE PARLIAMENTARY COMMITTEE FOR INVESTIGATING THE STRUCTURE OF ELEMENTARY AND POST-ELEMENTARY EDUCATION IN ISRAEL—PASSED BY THE KNESSET (PARLIAMENT) ON JULY 29, 1968

A. STRUCTURE OF ELEMENTARY AND POST-ELEMENTARY EDUCATION

1. The first stage, i.e., elementary education, shall consist of six years of schooling from grade I to Grade VI, inclusive; the second stage, i.e. post-elementary education, shall also consist of six years of schooling divided into two sections: an intermediate section (grades VII, VIII, IX) and a higher section (Grades X, XI, XII), with the

exception of those cases where the Ministry of Education and Culture shall decide upon a different structure.

2. The intermediate section comprising grades VII, VIII and IX shall in any organizational pattern (see below) also constitute a follow-up and observation period for student and parent counselling so as to guide students in the direction appropriate to their interests and aptitudes in the course of their subsequent post-elementary studies.

3. All graduates of grade VI of elementary school shall pass on to grade VII—the first grade in the intermediate post-elementary section. The National Scholastic Survey shall be discontinued, and no examinations shall be held and no selection shall be made for students to pass from elementary school to the intermediate section, except in extraordinary cases where pupils according to the opinion of authorized experts require special education.

4. Separation into different scholastic streams of specialization in academic, vocational, agricultural and other studies shall begin as of Grade X. Grades X, XI and XII shall constitute the higher or final section of post-elementary schooling and the completion of studies in each of the various streams shall qualify students for a Bagrut matriculation (see page 225), or some other certificate according to the type of educational facility in question.

5. All graduates of the intermediate section (apart from exceptional cases) shall be able to continue their studies in any one of the various streams of post-elementary education, without passing the National Scholastic Survey or any selection, but on the basis of the professional counseling provided upon completion of their studies in that section.

B. EXTENSION OF THE FREE AND COMPULSORY EDUCATION LAW

6. The Committee recommends that the free and compulsory education law shall be made applicable to the 14–15 and 15–16 age groups, so that 14–15 year olds shall be included in the free, compulsory education scheme by 1972 and 15–16 year olds by 1975.

C. ORDER OF PRIORITIES IN THE IMPLEMENTATION OF THE EDUCATIONAL REFORM

7. In the Committee's opinion the social and national needs of Israel dictate an education policy which sets itself the objective of gradually ensuring free education to all children from the age of 4 to 18. The most appropriate and desirable structure of post-elementary education in the light of this objective is a comprehensive post-elementary school comprising six years of study and two subdivisions—the intermediate and the upper section, in accordance with clauses 1 and 2 of the Committee's recommendations. A comprehensive school by its very nature is a regional school with diverse and varied courses of study.

8. The Committee has laid down the order of priorities for the implementation of the contemplated educational reform and has decided to give preference to the comprehensive six-year post-elementary school over any other organizational pattern.

9. It is desirable that different and varied patterns of comprehensive six-year post-elementary schools be planned and established rather than introducing one single model in all places.

10. The Committee recommends that the local education authorities which have under their auspices full academic and vocational post-elementary schools should combine them under one management and should attach an intermediate section to each such combined school or to one of them. In this way a comprehensive six-year post-elementary institution will be constituted, comprising diverse streams of study.

10a. Education authorities shall be encouraged gradually to convert existing academic, vocational and agricultural post-elementary schools into comprehensive post-elementary schools.

Note: On the inclusion of this sub-clause the votes were divided, 7 Against 7.

11. Not all the existing post-elementary educational institutions (at present comprising 4 years of study)—academic and vocational high schools, agricultural and marine schools and the like—will be able to carry out the conversion into a comprehensive school within the foreseeable future.

Hence the intermediate section may be attached to existing post-elementary schools which shall comprise a comprehensive intermediate section and a higher section (Grades X, XI, XII) with an academic or vocational stream or one single stream. This was regarded by the Committee as the second priority in the implementation of the reform.

12. Where the proposed reform can be carried out neither according to the first priority (a six-year comprehensive school) nor according to the second priority (attaching the intermediate to any existing post-elementary institution, as stated in clause 11) a school comprising solely the intermediate section shall be set up in the first stage with a view to gradually developing it into a comprehensive six-year post-elemetary school.

13. In the event that no intermediate section can be set up according to any of the alternatives listed (clauses 8, 11 and 12) the intermediate section shall be attached to the local elementary school.

14. The provisions of clause 5 of the present recommendations shall apply to the same extent to graduates of Grade IX in institutions set up under clauses 12 and 13.

D. DIVERSIFICATION OF POST-ELEMENTARY EDUCATION

15. The aforesaid shall not rule out the existence of certain post-elementary, mainly vocational, schools comprising solely the upper section with one or two grades. Academic, vocational, agricultural and marine schools comprising solely the full upper section, i.e., Grade X, XI and XII, shall also continue to exist.

16. The Committee recommends that national boarding schools shall continue to exist after the implementation of the proposed reform, such as institutions for agricultural education, Yeshiva (religious) high schools, military boarding schools and other institutions which according to the decision of the Ministry of Education and Culture shall comprise the four top post-elementary grades.

Enrollment shall take place after completion of Grade VIII (the second grade of the intermediate section). The Ministry shall, if necessary, help students to transfer to these institutions by making the necessary arrangements.

17. The local authorities shall play an important role in implementing the educational reform. The Ministry of Education and Culture shall ensure their full participation in determining the mode of its implementation within their jurisdiction according to the priorities stated above and to local circumstances.

E. IMPLEMENTATION OF THE EDUCATIONAL REFORM

18. The Ministry of Education and Culture shall proceed with the implementation of various stages of the educational reform in both the general public and religious public educational system in accordance with the plans drawn up and the time table fixed for each stage and take care that the necessary conditions for the success of the reform be fulfilled at each stage, i.e. the training of teachers and of counseling and guidance teams, the preparation of detailed curricula, the provision of facilities and equipment. The preparation of the curricula shall also comprise a reexamination and revision of the curricula in all stages of education—elementary and post-elementary—and their adaptation to the purposes and nature of the contemplated reform, ensuring continuous instruction and education from the first to the twelfth year of studies.

F. TRAINING OF TEACHERS FOR ELEMENTARY AND POST-ELEMENTARY EDUCATION IN BOTH SECTIONS

19. The Committee notes with satisfaction the announcement of the Minister of Education and Culture concerning the gradual conversion of two-year school and kindergarten teachers' training colleges into three-year colleges and concerning the measures designed to raise their standards. The Committee recommends that the Ministry of Education and Culture shall speed negotiations with the institutions of higher learning in order to institute the desired set of relations between them and the said training colleges.

20. The curricula of the school and kindergarten teachers training colleges shall continue to be under constant review in order to ensure that they meet the tasks facing the educator in Israel at the present time.

21a. The training of teachers for post-elementary education, including the intermediate, vocational and pedagogical section shall be at university level, while being adapted to all stages of education, with stress being laid on the handling and guidance of adolescents and the transmission of values.

b. For the intermediate section of post-elementary education teachers should be qualified in a number of related subjects.

22. During the implementation of the educational reform teaching in Grades VII, VIII, and IX (the intermediate section) shall be performed by teachers who have so far taught in Grades IX and above; b) qualified teachers from among those at present teaching the top classes of elementary school who in the course of their work shall receive further training at university level; c) graduates of three-year teachers' training colleges who shall receive further training as aforesaid.

The teachers enumerated under b) and c) shall upon completion of their training be accredited to teach in Grades VII, VIII, IX (the intermediate section of post-elementary education).

G. THE ADVANCEMENT OF ALL STAGES OF EDUCATION

23. The main objectives of the educational reform are: to further raise the standard of instruction and scholastic and educational achievements in all stages of education; to reduce the existing gap in the educational standards of children and their opportunities to integrate in a progressive society and economy and bringing children of different standards together in regional educational institutions. In order to attain these objectives a constant effort is required to improve and develop all the various stages of the educational process.

24. The Committee expresses its appreciation of the activities and projects of the Ministry of Education and Culture designed to further expand and develop education in Israel, and for the constant initiative it has shown to tackle the educational problems of a developing country of immigration. The Committee notes with appreciation and esteem the share of kindergarten, elementary school and post-elementary school teachers in the achievement and progress of education in Israel. Further the Committee expresses appreciation for the important share and contribution of the local authorities in the development and consideration of education in all forms and stages.

25. The Committee considers it essential that the Ministry of Education and Culture shall expand and intensify its activities in the various spheres of education in addition to what has been done so far:

a. Greater attention shall be paid to raising the standards of the elementary schools by improving teaching methods and curricula, providing suitable equipment and constant teacher training.

b. The possibility of operating kindergartens for 5-year-olds in conjunction with the elementary schools should be investigated, so that these schools shall comprise an educational unit for the nursery school age consisting of the said kindergarten class and grade I, or of this kindergarten class and grades I and II of elementary school.

c. The Committee commends the activities carried out by the Ministry of Education and Culture and by voluntary agencies in connection with kindergartens for 3–4 year-olds from underprivileged classes. The Committee recommends that these activities be expanded with a view to comprising all underprivileged children and establishing kindergartens of a type as to be better able to provide individual care.

d. Efforts to reduce the class population, especially in classes requiring special attention or in culturally disadvantaged classes, shall be continued.

e. Reinforcement projects shall be expanded to include additional institutions of elementary education and greater attention shall be paid to these projects.

f. Special attention shall be paid to underprivileged children attending schools in which most of the pupils are making satisfactory progress.

g. Psychological-pedagogical care shall as far as possible be extended to include all elementary schools.

h. The elementary school registration zones in towns, villages and regional councils shall be reviewed in order as far as possible to advance the age when children from different background are able to meet and mingle in institutions of elementary education.

i. Greater diversification of the streams of study in the upper section of post-elementary schools shall be encouraged to comprise additional streams over and above the academic, vocational and agricultural ones that have so far been the general rule. This is necessary particularly in the vocational stream for both boys and girls, considering the variety of occupations and services which characterize a modern economy and an advanced society. It is also desirable to introduce optional subjects in the upper section of the post-elementary schools.

j. It is desirable that in the post-elementary schools programs shall be instituted, designed to train boys and girls for their future role as mothers and fathers—setting up a family, bringing up children and running a household.

k. The various types of enrichment projects should be extended to the intermediate and upper sections of the post-elementary schools.

l. Care shall be taken to strengthen the ties between school and home.

m. Further attention is required to the cultivation of values in elementary and post-elementary schools, including both sections, in line with the principles contained in article 2 of the Public Education Law.

H. ADVISORY COMMITTEE

26. The introduction of reforms in the structure of elementary and post-elementary education requires special intensified guidance and supervision on the part of the Ministry of Education and Culture both on the central and on the district level. At the same time the Committee recommends that the Minister of Education and Culture appoint an advisory committee composed of representatives of the Ministry, teachers, educators on the staff of the institutions of higher learning and representatives of the local authorities. The duties of this committee shall be to follow the implementation of the reform in all stages of the educational system and to examine the amount of progress made in attaining the objectives and goals of this reform.

Some Aspects of Non-Conventional Methods of Education in Israel

(By Miriam Glikson)

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THE HENRIETTA SZOLD INSTITUTE, NATIONAL INSTITUTE FOR RESEARCH, IN THE BEHAVIORAL SCIENCES

Following are several characteristics of Israel's system of education:

1. Although education has always played a major role in Jewish tradition it was molded in the course of the centuries to fit the conditions of a diaspora existence. Readaptation to the new conditions of Israel, which were brought about by a new enterprise, in a new reality and language, implied a major transformation. The new type of education that emerged also contained elements of traditional European education, as well as a variety of progressive educational ideas. Consequently, it is less hidebound and less dominated by preconceived ideas of prestige than the European systems, and more open to innovation and change.

2. Compulsory education was introduced only after the establishment of the State of Israel some twenty years ago. The Compulsory Education Act applies to the entire age group from 5 to 14 (a span of nine years) and recently a new law was passed with a view to extending its application for another two years.

3. During the pre-state period a variety of public and private voluntary agencies were engaged in this field. A large part of them were designed to various women's organizations. In the post-1948 period a process of centralization took place, especially in the junior schools—the kindergartens and elementary schools, of which many were taken over by the Ministry of Education and the local authorities. Though to this day the government does not directly operate the post-elementary schools, the Ministry of Education's inspectorate is recognised as the sole authority, as in the case with the elementary schools. Though in the field of regular schooling the function of the voluntary agencies has thus been curtailed, their activities in other areas have expanded in view of the growing diversification of the country's educational needs, thus opening up more specific and sophisticated areas of operation.

4. The disadvantaged population has much in common with similar populations elsewhere, particularly those of immigrant origin. There are, however, some special factors which aggravate its problems as compared with the latter. It is much larger. In addition, many of the people who came in the great influx of immigration were survivals of the Holocaust who brought with them the severest of spiritual burdens. Others came with the non-selective mass immigration from the underprivileged classes in developing countries in Asia and Africa. Occasionally whole communities came. Sometimes, however, there was negative selection in that the most deprived of them immigrated, while those who were better-off remained behind. As against this there also are at least two special factors uniting the new with the old population: generations-long common religious and cultural heritage and the constant threat to Israel's security.

5. Israel's economy is undergoing a dynamic development and industry and technology are making rapid progress. Hence while educational facilities must be rapidly expanded, standards must also be constantly raised to keep abreast of these developments. and there obviously occurs some conflict between qualitative and quantitative aspects.

6. Urbanization in the ordinary sense is unknown in this country and there is no traditional rural population. The movement from town to country was dominant during the early periods of settlement and to some extent prevails to this day in Zionist ideology. Hence, there is practically no typically rural education except insofar as existing requirements may impose special conditions, but there are various forms of rurally-agriculturally oriented education: youth villages, agricultural schools and the communal educational institutions of the kibbutzim (communal settlements). Since this rural orientation was largely influenced by pioneering movements this form of education proved eminently suitable for disadvantaged and problematic children, including children and youngsters brought to the country often without their parents, under the auspices of the Youth Immigration Department of the Jewish Agency. This also applies to the kibbutz institutions, which at first were designed for a

closed and elective group of members. Even after these varied institutions had lost much of their singularity with the passage of time, their suitability for this purpose in taking in the disadvantaged, the disturbed and the handicapped was hardly impaired.

7. The pioneering spirit that characterizes the revival of the Israeli nation and the dangers that constantly threaten it from the outside imbue local youngsters with a certain sense of destiny and mission even when they are outwardly concerned largely with personal and material success. The youth movements, with their pioneering ideology, affect the adolescent's way of life and to a large extent serve as a prototype to extra-curricular activities and youth services in this country.

8. There is a historic and actual organic connection between the rebuilding of the Jewish homeland and its defence. Accordingly, military service is not conceived of merely as a security matter, but has many of the characteristics of a general national service. The Army undertakes numerous pioneering tasks, including the provision of assistance and instruction to new immigrants, participation in the literacy campaign, and helping schools in remote immigrants' settlements. The Army's own education programs also contain a pioneering element.

Education in Israel is thus characterized by a lively sense of social awareness, is quick to adapt to changing needs and dispenses a wide diversity of means and facilities.

These characteristics have determined its course since the establishment of the state. The first task undertaken, which was almost accomplished by the end of the first decade, was to provide universal education and to cater to the needs of mass immigration. This called for a rapid expansion of school premises and facilities, and above all for stepped up teacher-training program. Once the pressure abated, training for numbers alone diminished and greater stress was placed on the quality of training. The second task, in fact, was to raise educational standards, generally. Much was done to develop and revise the curricula and bring in up-to-date teaching methods. The third task was to raise the educational standard of Asian and African immigrants, and considerable efforts were made to overcome the teacher shortage in immigrants' settlements and reduce the rate of staff turnover. Extensive enrichment programs for disadvantaged children were introduced in kindergartens, elementary and post-elementary schools. The courses of study offered in the high schools were further diversified and comprehensive schools were established in various places. Graded tuition fees were introduced in the secondary school system, so that large, poor, and otherwise socially disadvantaged families pay less then the privileged classes. Scholarship funds were established to enable the poorer students to attend secondary schools and higher institutions of learning. At these institutions preparatory courses for soldiers and exservicemen of Asian-African origin were opened with the collaboration of the Army and the Ministry of Education. Then came the fourth task—to enhance the spiritual and moral significance of educational values, both within school and through extra-curricular activities. For the third decade of the existence of the State of Israel the Ministry of Education has set itself the following objectives: to expand its enrichment programs for the disadvantaged, including the admission of greater numbers of infants to special nursery schools; to extend the duration of compulsory education by another two years; to establish an intermediate section along the lines of a junior high school, as part of an extensive educational reform; to set up cultural and sports facilities for youngsters in the development areas; and to abolish the use of uncertified teachers.

Treatment of disadvantaged and problematic children

From all this it is evident that the treatment of the disadvantaged constitutes a most important task in which all fields of education are involved. The underlying principle of the various programs is a coordinated inter-agency and interdisciplinary approach, regarding the child not as an isolated entity but as part of his family and social environment. As far as possible children are not removed from their homes, but instead the necessary help and support is given to their families. When it appears best for the child that he should leave his home environment the institution in which he is placed is carefully selected according to his needs. Both in the boarding and in the day schools the general tendency is to integrate the disadvantaged in a normal social environment while giving them the help they need to bring them up to the general standard. However, despite this general principle, youths are sometimes transferred to another environment for the purpose of study. For instance, gifted youngsters are placed in special boarding schools where they can better develop their talents. Special stress is placed on cooperation between school and home and the special boarding schools for gifted disadvantaged children, the kibbutz schools and the institutions of the Youth Immigration Department all take special care with relations with the children's families. An attempt has even been made to set up special schools for parents including lectures, group discussions and personal counselling services. Another aspect to this approach is the attempt to involve the total community: making the local school part of a community development project, and soliciting the active cooperation of the inhabitants. Regional local, and neighborhood town building plans, as well as various slum clearance programs are also dealt with.

It is generally acknowledged that early childhood is the determining age not only for the child's emotional but also for his intellectual development. Special attention is therefore paid to this age group in both welfare and enrichment programs. While the enrichment programs are designed to compensate the child for his deprived home environment, the welfare programs are designed to help the family improve the conditions they offer their children.

Family care is generally carried out through the coordinated action of several agencies—the Ministry of Welfare and the local municipal welfare bureau, the Ministry of Health and the various medical organizations and a variety of voluntary organizations. The official services include mother and infant care stations, a birth grant (provided the child is delivered in hospital), financial assistance, and special counselling for multi-problem families. The contribution of the voluntary agencies generally consists of providing household help and the adoption of problem families by better situated ones, after careful selection and instruction. The physical and mental health institutions also provide counselling and welfare facilities. Above all treatment is given to the children of multi-problem families. Babies, including the prematurely born, orphans, sick children, children of sick parents or babies born out of wedlock are placed in special baby homes run by voluntary agencies, where they are under the constant professional supervision of doctors, nurses, psychologists and kindergarten teachers, all of whom look after their physical and emotional welfare, trying to compensate for their deprivation. Schools for child-nurses are maintained by these institutions. There are day hostels, infant and nursery schools all over the country, in urban and slum neighborhoods, in development areas, in border settlements, all based on the underlying principle of providing the disadvantaged with the necessary emotional and intellectual enrichment. There further are foster families who take care of the children during daytime, and several large plants operate special day hostels, in collaboration with voluntary women's organizations, for the children of the women they employ.

The special kindergartens and nursery schools for disadvantaged children are part of the Ministry of Education's foster program. The Ministry's aim is to increase the number of such institutions for children below the age of 5, when they automatically come under the Compulsory Education Act, mainly in development areas, immigrants' settlements and poorer urban neighborhoods where those who need it can attend free of charge; to locate those kindergartens for the 5–6 age group in which enrichment programs must be introduced; and to institute in both types of institutions the intensive method designed to promote the children's physical-motoric, emotional, social and intellectual development—a method which obviously requires a far richer array of teaching media and more diversified equipment than is normally used.

In the schools the promotion of the disadvantaged is carried out in two ways related to each other: by means of enrichment programs designed to expand the child's cultural horizons and through the replacement of frontal teaching by an individual approach.

In the elementary schools the chief measures adopted to this end are: (a) the introduction of a long study day. This means keeping the children in school also during the afternoon, so that it becomes possible to expand on the subject material, to help the children prepare their homework, to stimulate and supervise social and cultural activities, as well as other various undertakings, designed to turn them into good citizens.

(b) The extension of the school year. This means that the children go on attending school during part of the summer vacations when they engage in studies and various social and cultural activities in a summer camp atmosphere. Here the main object is to keep them off the streets.

(c) Grouping sixth to eighth graders for the study of those subjects in which difficulties are commonly encountered—Hebrew, arithmetic and English. The children are classified into small groups according to their achievement standards, but only during these specific lessons, while they learn all the rest of the subjects together with the whole class.

(d) Auxiliary lessons, in whole classes or in special groups. This method is used from the second to fifth grade to help those who are backward in their reading and writing to catch up with their class.

(e) The Ma'alot Enrichment Centres, which are special courses for the more gifted disadvantaged sixth to eighth graders, designed to prepare them for secondary school. Their cognitive abilities and cultural interests are fostered by means of a variety of activities.

(f) A program designed to broaden the cultural horizons of disadvantaged children. This is designed for schools in under privileged areas, where the children are brought into contact with art, music and drama so as to foster their artistic awareness. A special summer camp is provided for those who during the year manage to achieve artistic self-expresstion.

(g) A mobile of educational games in the development areas, designed to make the parents conscious of the need to provide their children with games and books that stimulate and develop their motoric and intellectual abilities.

A special section of the Ministry, moreover, supports the composition of textbooks specially designed for the disadvantaged and maintains the supply of books and didactic media to the schools.

The fundamental approach to the disadvantaged in the post-elementary school system is no different from that adopted in the elementary schools. The main object is to further the progress of these children by means of special teaching methods, to acclimatize them to work and study independently, and to expand their cultural horizons by attending exhibitions, plays and the like. The main programs instituted to this end are auxiliary group lessons, supervised preparation of homework, auxiliary lessons during the summer vacations, whole days spent studying at the Biological Institute in Jerusalem, and a special allocation for reference books and other media. In addition, a tutor system has been introduced, with a tutor placed in charge of groups of 3–4 pupils who are not necessarily backward in their studies but do need help and guidance, in their school work and/or in personal problems. The groups work not according to a prescribed schedule but in line with their individual requirements. Several of these activities are also carried out at schools in well-established areas. They reduce the drop-out rate and raise the level of achievement.

One of the most important projects in Jerusalem was the opening of a special secondary boarding schools for gifted children selected from the disadvantaged population throughout the country with the view to train them for senior and leadership positions. While boarding facilities are provided only for disadvantaged children the schools themselves are attended by children from all classes so that there is a natural mingling of all classes of society. In the boarding home the disadvantaged children are given individual care to help them overcome the crisis associated with their transfer and get used to their new environment. Extra lessons are given in the basic school subjects. In addition, there are various enrichment courses, in small groups, to familiarise them with cultural values. Included are group discussions about current problems, voluntary civic activities, and the like. The students elect their own representatives and take care of their own affairs in part.

Side by side with academic studies increasing attention is being paid to vocational education. The Ministry of Education is now giving priority to this type of education with a view to coping with the needs of industrialization which is rapidly developing, and providing suitable training to the increasing number of elementary school graduates who want to go on studying but are unable to meet the requirements of the academically oriented secondary schools. Currently there are two types of vocational training: attendance at a full-day vocational school and in-service training in an apprenticeship school. There also are several categories of vocational schools, from those offering a two year course to those offering a full four year course. Though quite a variety of trades is taught, this is not enough to meet the present-day technological requirements. The schools therefore prefer to give their students a broad basic education so that they may be able to adapt to new technologies as and when the need arises. For the sake of those youngsters who are not up to the standard of the accredited vocational schools the Ministry of Education has opened special "orientation classes" designed in a one-year course, to supplement their elementary education by means of the most modern methods, and at the same time to teach them proper work habits, enhance their self-confidence, and integrate them in the social life of the school. Special efforts are being made to locate youngsters of this type and place them in appropriate orientation classes.

The in-service training of youngsters is mainly carried out by the Ministry of Labor. This Ministry, plus the Labor Federation, operates schools for apprentices, where youngsters are required to attend one day a week, while working at their jobs for the rest of the time. These schools provide general education, vocationally-oriented academic studies, premilitary training (similar to that in regular schools), and cultural activities. The youngsters attending this scheme generally have lower scholastic aptitude but enough intellectual ability to learn a trade. Other schemes include the intensive apprenticeship program for the more gifted, youngsters going out to work, where in addition to one day of studies per week they also attend nightschool two to four times weekly. Then there is a pre-employment apprenticeship program for youngsters who could not be placed in a job so as to prepare them or the regular apprenticeship scheme through general studies and practical work. Industrial schools run by various plants provide programs similar to those existent in apprenticeship schools for youngsters working in their factories. In collaboration with the Army, courses are held for members of the 16–17 age group who are unable to find a steady job so that they can receive practical training in the trades they are learning while serving in the Army. Youth centers are operated in various localities with the participation of the Youth Immigration Department of the Jewish Agency (for particulars see below). School clubs, both at the elementary and secondary level, instruct their members in technical craftsmanship. Pre-vocational summer courses are held to broaden the general education of elementary school graduates about to enter vocational schools, and similar courses are conducted for servicemen prior to their release from the Army.

Some difficulties are encountered in planning the vocational school system as with a swiftly growing and changing economy it is not easy to predict the country's manpower requirements. There is a high drop-out rate because many of the students are unable to meet the schools' scholastic requirements. With the extension of compulsory education for another two years it will be necessary to elaborate ways to provide for those youngsters of limited intellectual ability who are now attending the various apprenticeship schemes.

A special problem are the slums which obviously also are the breeding grounds of juvenile deliquency. Some of the youngsters who grow up in these neighborhoods lack any social frame of reference—a youth club or a youth movement. They work in casual jobs or are totally unemployed, and are culturally inferior. The programs devised for them are based on the same broad principles as all other programs designed for the disadvantaged population. For the maladjusted, neglected youngsters unable to adapt either to school or to work, special rehabilitation and training centers have been set up. These "Miftanim" youth employment centers, like other training centers, comprise studies, work, individual care and various social activities, including pre-military training corps courses. There also are youth clubs for unattached and unemployed youngsters where they receive pre-vocational training and where various social events are carried out. Together with the Ministry of Police, clubs and summer camps are opened in areas prone to juvenile delinquency. In Haifa the Wizo Women's Organization runs an institution for children and youngsters of this type where they receive professional care and are given an opportunity to work and study. Other inter-agency measures to curb juvenile delinquency are the prevention of truancy of schoolchildren during school hours, the establishment of clubs for maladjusted children, group counseling of parents under the supervision of probation officers, studies of street corner groups, social and cultural programs for members of such groups and their involvement in fire brigade and other useful undertakings. In all these activities voluntary workers participate to a considerable degree.

Rurally oriented boarding school education

In Israel much overlap exists between boarding schools and rurally oriented education. This is a result of the prevailing educational, social, and national ideology which regards study, work, especially farm labor, and social life as one unity which shapes the personality of the student. Though this rural orientation rests on strong ideological foundations. its actual foundations are less well established, for there still is no deeply rooted rural life other than that of the pioneering settlements.

Recent population changes and advancing industrialization have had a strong impact on the rurally oriented schools. On the one hand there is a growing demand for vocational, and even academic, rather than agricultural training, while on the other hand most pupils attending these schools do not come from city dwellers who aspire to rural life but rather are children of problem families.

The prevalent type of rurally oriented boarding schools is the youth or children's village, which sets out to teach the value of study, work, and equitable and decent social relations. Most of the villages have farms of their own, cultivated by the children, who conduct their own semiautonomous rich and varied social life under the guidance of counselors. In the course of years the number, image, and role of these villages changed considerably. They were first set up at the beginning of the century. After 1948 many new villages were established which catered mainly to the charges of the Youth Immigration Department. Their student population has changed as the characteristic of immigration changed. When immigrant settlements multiplied, the youth villages began to serve them as community and cultural centers and also to take in day students from among the new settlers. The educational staff also changed—instead of inspired educators who set a personal example and held out something of a vision to their pupils, there came new teachers and instructors, so that the intimate social atmosphere of the youth villages was no longer the same.

The agricultural schools are similar to the youth villages in structure and ideology and to some extent the two types of institutions overlap. Stress is laid not only on the technique of farming but also on fostering the values of a rural way of life. In recent years their attraction has diminished in favor of the vocational schools. But at present the governmental policy manifests some tendency to strengthen the agricultural schools, as Israel needs more trained farmers to implement its agricultural development plans and promote its farm exports. The agricultural schools take in disadvantaged children from the urban areas but cater mainly to the immigrants villages. This situation is bound up with economic and professional problems, as yet unsolved.

Communal education in collective settlements is mainly designed to bring up the young generation in a spirit perpetuating the work and ideals of its predecessors. It is based on pioneering national and humanistic ideas including full social equality and joint ownership of the means of production and property, a natural and simple style of life, the creation of a collective public opinion and various doctrines of progressive education.

The children, from the moment they are born, are not brought up in their parents' homes but in special infants' and children's homes. Therefore they are accustomed to communal life, and practice democratic forms. Egalitarian principles on the one hand and individual care and attention on the other, both determine the character of the school. There is no selectivity in each class, but the existence of different levels is taken into account. The family's role in the child's upbringing is thus different from the function of the home in an urban environment. The family does not determine what kind of education its children should receive and its influence on the child is purely affective and non-authoritative. The children spend their infancy in the baby home, the infant nursery and the kindergarten. When they enter school they are organized in a semi-autonomous society and conduct their activities through their chosen representatives under the guidance of their counselors. The decisions left to this semi-autonomous children's society become weightier with age. With adolescence, the children's society becomes a youth society which assumes an increasing function in the educational process.

The kibbutz is characterized by the considerable importance it attaches to education in which it is willing to invest a great deal of money and manpower. Even when the entire collective settlement is living under very straitened conditions, the children's homes are well taken care of and provided with all the necessary equipment. There are, however, several dilemmas and conflict situations which are not easy to resolve—authoritative versus permissive approach, individual freedom versus the all-embracing social framework—especially when an individual's opinion is at variance with group opinion—living in a closed, structured society in contrast to the realities of adult society, the circumscribed parental influence versus the satisfaction of the parents' and children's emotional needs, egalitarian principles versus the individualistic needs of the more gifted children, the local youth society of the particular kibbutz versus the national youth movement, etc.

In spite of this close-knit setting, communal education has done much for the absorption of non-kibbutz youngsters within its framework. During the pre-state period the kibbutz institutions took in mainly children and youth rescued from the Nazi regime and Holocaust who had become the charges of the Youth Immigration Department. A few slum children and occasional social cases were also taken, as well as children who personally preferred this type of education or were sent there at their parents' instigation. The collective settlements were strongly motivated by a desire to help and to share in the national tasks, and this again came to the fore during the period of mass immigration. However, when pressures were eased and the real emergency was over the collective settlements became more reluctant to take in strange children. The trend has changed again in recent years, but this time for different reasons. It turned out that the number of kibbutz children of school age had gone down so that it was necessary to take in children from outside to be able to operate a proper school. At the same time, with the diversification of Israel's educational facilities in general and those of the Youth Immigration Department in particular, the communal kibbutz institutions were no longer as sought after as before so that the collective settlements' demand for external students exceeded the supply.

Several categories of children are still frequently placed in kibbutz institutions: social cases and maladjusted children—some of them in charge of the Youth Immigration Department and others referred to the kibbutzim by various welfare institutions—as well as youth movement members who eventually want to become kibbutz members, and children of parents who prefer to give them a kibbutz education. Apart from this there are young immigrants from Western countries who attend Hebrew courses at the collective settlements and local youngsters who have left school and are members of the kibbutz oriented working youth movement. Forms of absorption are: (1) The charges of the Youth Immigration Department are sometimes placed by the collective settlement in a complete and separate youth group, or youth society. (2) Other wards of the Youth Immigration Department as well as local youngsters are placed in separate classes attached to the school and the youth society of the kibbutz. (3) Individual children of both categories may be simply admitted to the existing classes and social settings. (4) Whole groups of 16–18 year old members of the working youth movement are admitted for training. (5) Hebrew and pre-vocational special-group courses are held for young immigrants. It is a general rule that every child who comes to live in a collective settlement is attached to one of the member families in whose home he spends his leisure hours. Adaptation to kibbutz life, however, is not easy and involves many personal and social problems. Most children go back to town once they have finished their studies, though a minority remains and joins the kibbutzim.

The Youth Immigration Department of the Jewish Agency is a pre-state agency which though it afterwards became integrated in the national system of education has nevertheless maintained its special characteristics. It was established during the thirties with the purpose of rescuing Jewish children and adolescents from the Nazis and absorbing them into the agricultural life in Palestine. Its educational principles were the same as the youth villages and its program was likewise based on a combination of studies, work and social life. These have remained its guiding principles to this day, though their application has frequently been modified with changing circumstances. During and after the Second World War, as well as during the period of mass immigration, the Youth Immigration Department was a rescue agency, pure and simple. It set up special facilities for the large numbers of children who were suffering from emotional stress, including treatment, rehabilitation and placement of wards into different institutions. When the emergency passed and the primary need of rescue work came to an end, a certain degree of selection was introduced. Other public facilities had in the meantime been set up to take care of special education and physical and mental hygiene. The Youth Immigration Department therefore shifted its main attention from rehabilitation to the care of the disadvantaged children of immigrant parents living in this country, and by now most of its charges belong to this category, with a sprinkling, in recent years, of juvenile immigrants from some industrialized countries. The latter, while possessing adequate technology training, lacked general education, and even more so, Jewish education or strong faith in social values. Young people have also been arriving recently from various Western countries, some of them being sent to form a bridgehead for their families who intend to follow suit. The Youth Immigration Department also takes in isolated social cases from among the indigenous population. In view of advancing industrialization and in response to the wish of parents, agricultural education has to a large extent been replaced by vocational, or purely academic, schooling.

The main types of activity in Youth Immigration are: most charges are placed in kibbutzim and youth villages. The department's psychological services, previously provided in part in special institutions, now operate on a different basis. They include the individual placement service which looks after the proper placement of the Department's charges; the child guidance services which maintain psychological long and short-term counseling clinics; special preparatory classes in existing schools for children suffering from retardation due to social causes who, with the aid of intensive education, a pleasant and easy-going social climate and adequate conditions have been brought up to the normal level within the short space of one year; "therapeutic groups" of borderline mildly disturbed or retarded children cases who can nevertheless be kept in a normal social setting and helped through group therapy; placement of problem children who are unable to adjust even an institution for special care, or from the start considered unfit for such a setting with foster parents; placement of juveniles aged 15 or over, who had already been working abroad, into small apprentices' hostels so that they may work or learn a trade in daytime and study or engage in social activities in the evening. A successful experiment has been made with a group of emotionally disturbed youngsters who failed to even adjust to an institution for special care. They were placed in an ordinary communal youth group in a kibbutz where they finally had an outlet and made good. At one time the Department also maintained a home for crippled children where they received medical care, schooling, and rehabilitation treatment using diversified methods catering to individual needs. The Department's Hebrew boarding schools are designed for youngsters from Western countries, mainly from Latin America, who have come to Israel in advance of their parents. In these schools they learn the elements of Hebrew as well as mathematics and physics, so that they can go on to vocational school.

On graduation from these Hebrew schools they are helped to choose a suitable trade with the aid of psychotechnical tests. Apart from these boarding facilities the Department is operating youth centers in immigrants' settlements, designed for youngsters who in their countries of origin failed to receive a proper education and acquire regular work habits. At these centers they can attend courses in general school subjects and receive either vocational or agricultural training. They are taught how to work and helped to assimilate to local conditions. They can then take on unskilled jobs, join the apprenticeship scheme or go on to more advanced courses. Some of the centers also have Hebrew courses for youngsters who came to the country with their parents but have difficulties in adjusting to school because of their lack of Hebrew.

Extracurricular activities and youth services

The target group for this type of education are adolescents whose special problems and tensions naturally impinge on its pattern and style. These tensions are particularly acute in a period of rapid technological change and above all in a country of immigration where traditional ethnic settings are fast breaking down. As a result the youngsters are overly dependent on their peer group, tend to seek immediate material satisfaction of their desires, and to abandon the accepted social values. Youth cliques on the one hand, and street corner groups on the other, both tend to emerge against this background. The youth organization or service is therefore designed to provide adolescents with the support they look for in their peer group, to steer them towards constructive goals, to give them a proper scale of values, and to fight their nihilistic tendencies.

Youth movements in Israel play a major function and enjoy considerable prestige thanks to their long experience, their idealistic attitude and—as distinct from some of the youth movements in other countries—their general identification with common values and interests.

From the state's point of view, the task is twofold: strengthening of the youth movement and reaching the teenagers living in immigrants' settlements and slums, particularly unattached youth. The Youth Department of the Ministry of Education, the Youth and Pioneering Department of the Zionist Organization and the local authorities all support the youth movements. The Ministry of Education attempts to permit them to conduct their activities in schools without interference and helps them set up installations on permanent sites, camps, youth hostels and the like. It also assists the so-called field schools run by nature conservation society, supplies equipment to camps and clubs, provides them with books and guidance aids, publications for youth leaders and the like. Special programs are designed for the working youth movements, which are also given a special allocation of equipment. The Zionist Organization provides similar support and keeps in constant contact with the youth movements and their leaders.

The goals of the youth services program are similar to those of the youth movements, with the single difference that the ideals of settlement on the land and of pioneering play no particular role. It comprises all sections of the population but its particular target are the immigrants' settlements and slums. The program is conducted jointly by the Ministry of Education, the local authorities and various voluntary agencies. It includes the so-called "pupils' homes"—afternoon courses and leisure activities conducted on the school premises—in the regular schools, and similar courses and activities in the various institutions for the disadvantaged and in boarding schools; youth and sports clubs at various community centers; neighborhood clubs; the vocational training and welfare facilities enumerated above, as well as various forms of meeting places, both permanent and seasonal.

In view of the general development in new methods of education evolved by the behavioral sciences and in the scope of youth education, there is a growing need for youth leaders and counselors, whether in youth movements, extra-curricular activities and youth services, boarding schools or the pre-military training corps—to receive professional training so that they may be familiar with the new methods and have the necessary knowledge to be one step ahead of their trainees. At present leaders are trained over varying periods of time in a variety of local, regional and national facilities, of which the main ones are accredited boarding colleges and special fields of study at universities. Despite the large number of institutions for the training of youth leaders there still is a marked shortage of them, for though a qualified leader receives the same salary as a qualified teacher, being a leader is not yet regarded as a lifetime career so that there is considerable turnover. This may be attributed to the hard work and the inconvenient work schedule involved, the age limits within which chances for success are reasonable; the frequently considerable commuting distance, and the social status of the youth leader which is still at a disadvantage compared with that of most other professions.

The main activities of the premilitary training corps (Gadna) are to provide youngsters with physical and sports training, to take them on hikes through the country which involve physical effort and constitute a social experience, to make them participate in various voluntary civic undertakings—the work of the nature conservation society, archeological digs, assistance to patients in hospital—and to help them engage in a variety of hobbies in youth clubs and specialised courses. Membership in the premilitary training corps is compulsory for all students of post-elementary institutions. Its characteristic features are that it is a national but apolitical organization, without any attempt on the part of the ruling party or the Government to use it for their own ends. Its social and educational aspects are stressed more than its military aspect. The Gadna orchestra and the annual Bible quiz are extremely popular.

These non-militaristic aspects reflect the general attitude of the Israeli public with its penchant for independent thought and personal initiative. The Gadna does not make any extreme demands upon the youngsters to become pioneers and change their way of life but it does assume variety of voluntary and civic tasks. Thus, during the mass immigration Gadna groups helped immigrant children housed in transit camps or under similar emergency conditions to become acclimated. In the more distant settlements and in slum areas it runs youth clubs and organizes social and sports events, but willing concedes its place to the Youth Movements once they become more active in the locality, or once other extracurricular activities become available. The Gadna operates among all classes of society, an apprenticeship training facilities, youth centers, the Miftanim rehabilitation centers, even in remand homes, protected institutions and in Tel Mond prison. Special efforts are made to extend its operations to unattached youngsters, thus making an important contribution to their ethnic integration and general advancement though these disadvantaged elements, for objective reasons and owing to differences of mentality, often find it difficult to adapt to its setting. The Gadna premilitary training corps is organized along peer-group lines and relies heavily on the esprit de corps typical of this age group. It enjoys much popularity among youngsters but plays no central role in their lives.

Nahal, the Army Settlement Corps, is the embodiment of the Israeli concept that regards national service and military service as a single unit. Accordingly national service does not merely mean that youngsters should come to their country's defense during wartime, but should generally undertake tasks that further the public good. Though under present conditions military service is an essential adjunct of any national pioneering service, the need for and willingness to do national service will continue also in peacetime when it can be wholly directed to constructive ends. Members of the Nahal corps, most of them ex-youth movement members, realize this ideal by enlisting not only for regular military duties but also for national pioneering tasks, carried out during their period of Army service. Most of them go to kibbutzim or to military border settlements, where they work the land and defend it at the same time. Several units are also engaged in other tasks—industrial work in development areas, living among new immigrants in their settlements to help them get settled and organized, and the establishment of agricultural villages that serve as models for immigrant settlements in the area. Nahal girl soldiers are sent to immigrants' settlements, especially the remoter ones, to work as teachers in the local schools.

The underlying conception of the Army's education programs is largely the same: the idea is not only to educate soldiers for the immediate Army duties but mainly for their future civilian role, so that they may be useful citizens once they leave the Army. The Army thus regards itself a partner to the tasks of national education and the shaping the future of Israel's society and tries to minimize the educational hazards of military service while maximizing its prospects. Moreover, the Army regards itself as a factor in the process of modernization of the country's society and in the process of ethnic integration. A considerable proportion of its educational programs are designed to train servicemen for a civilian career, and range from elementary school courses to teacher training, and from technical vocational courses to pre-university training.

Training of teachers and educational staff

After the emergency activities carried out in the first decade for an accelerated training of teachers, the Ministry of Education began to worry about raising the level of training. With this trend the number of training institutions was reduced as some of them were amalgamated and some others, of a temporary status, were closed down. A diversified system of in-service training exists for all levels of teaching, including courses for uncertified teaching staff who may thus receive the necessary qualification. The teacher training system has finally been established in the following form:

There are two main systems for teacher-training: teacher-training colleges, which train kindergarten and primary school teachers, and the universities, which train secondary and post-secondary school teachers.

Admission to teacher-training colleges is generally limited to applicants who have a matriculation certificate or an equivalent foreign certificate. Exception is made to applicants for the village teacher-training institute and prospective kindergarten teachers who are admitted on proof of having completed 11 grades.

Students completing two years of study can graduate as qualified teachers. They have an option of completing a third year of studies immediately after the second year or at a later period, and acquiring the title of "senior teacher" which will grant them several privileges.

Students in teacher-training colleges can specialize in the following areas: infant grades (kindergarten and grade 1 and 2), junior grades (grades 2 through 5), senior grades (grades 6 through 8), or practical subjects (agriculture, art, manual training, music, physical training). The majority of students in these colleges are female.

Teachers for secondary schools are trained in the universities. Governmental regulations require that teachers of ninth and tenth grades have a B.A. or B. Sc. degree and a secondary school teaching certificate. Teachers of the eleventh and twelfth grades need to have a Master's degree and a secondary school teaching certificate.

Schools or departments of education in the various universities are in charge of teacher training. Students from the faculties of sciences, humanities, and social sciences enroll for a special program leading towards a teaching certificate.

In general, studies towards the teaching certificate require an additional year. The universities' teaching certificate is accredited by the Ministry of Education and Culture.

The universities cooperate with the Ministry of Education and Culture in conducting in-service training courses for uncertified teachers and enrichment courses for certified teachers. The Ministry of Education and Culture provides many scholarships to students preparing themselves for teaching and to experienced teachers who work towards an advanced degree. It should be noted that although the government and institutes of higher learning have pursued energetic measures in this area since the establishment of the State, there is still a shortage of qualified academic teachers. Moreover, a significant number of those teaching in secondary education do not have the required academic degrees.

In all kinds of educational and welfare activities guidance and in-service training is available, and sometimes pre-employment training as well. Such services are available for teachers in schools for disadvantaged children, teacher-guides and guidance administrators for these institutions, instructors in vocational education, vocational counselors, professional social workers of all categories, educational staff-members of the youth rehabilitation centers Miftanim and in remand homes, as well as volunteers in welfare activities. The training of youth leaders has been discussed above.

THE MA'AS SHELTERED WORKSHOPS—VISITED JANUARY 12, 1970

The workshops of the Tel Aviv Municipality's Social Welfare Department, known as "MA'AS", were established in 1947 and taken over by the Municipality in 1951. The prime object of MA'AS was the training of new immigrants—mostly old people, unskilled in any trade suitable for this country and without a sufficient knowledge of Hebrew—and helping them later to become integrated in Israel's life and economy. This project was all the more essential in view of the wave of unemployment that hit the country during the years following the establishment of the State. What mattered most was that these people should have a source of income — and so these training workshops became places of employment. 19 years later, 10% of the original MA'AS workers are still employed, despite their advanced age.

The first task was to select crafts, requiring no great physical effort which old people could easily learn. It was therefore decided to set up a wicker-work-shop, a handicraft-department, a sewing shop and a leatherware-shop working for the shoe industry. This latter shop was closed down after a few years, as it provided only seasonal employment, without sufficient income for the workers even during peak periods.

In 1954 a bookbinding workshop was added. It was intended to provide jobs for mentally retarded people who, after a period of training, could be absorbed by the open labor market.

In 1958 all workshops were transferred to their present location in Jaffa. The building had previously served as a prison, and is now known as the "Museum Building". After undergoing necessary structural changes and being adapted for workshop needs, it now provides comfortable work rooms, where output efficiency has notably increased since being occupied. At present, about 85 people work in the building; 30 more—likewise handicapped persons—do embroidery work at home. These are mostly women who cannot leave their homes, or sick people referred by the Social Welfare Department. In this way they contribute their share towards supporting their families, and in some cases even support them entirely. Altogether, therefore, MA'AS today employs about 110 people.

At present, MA'AS has four departments—two of which produce goods while the other two provide services. One of the service departments is the bookbinding shop, which employs 24 men—the oldest being 82. Four are mentally retarded boys. As in the other departments, this shop is headed by a work-manager; he receives a monthly salary. The average wage in this shop is IL.9.50 per 6-hour working day.

Work is provided first and foremost by the municipal libraries. In addition, books are bound for schools, for the libraries of the armed forces and of various institutions—such as the American Library and the British Council—of hospitals, etc.

The second department is the sewing shop, which works for hospitals, the Ministry of Defense, the Police, the big hotels and a number of private enterprises. The shop is equipped with electric sewing machines and other specialized machinery. It employs between 20–24 workers. All of them are severely handicapped and would not be taken on by any other employer. Here they can earn their living honorably. One of the workers, who has been with the workshop for years—since his arrival in Israel, in fact—is half-mute, half-blind, has only one leg and is also mentally retarded. In his native country he passed for a "tailor", but he had to be taught his trade anew. Today he can earn up to IL.350.—per month with little effort. He supports his family and has ceased to be a welfare case.

The sewing shop is headed by a works manager—himself a new immigrant—whom the workshop was lucky indeed to find, since he is not only a first-rate craftsman, but also knows how to handle the people working under him with tact and understanding—a quality highly important at MA'AS.

The shop is run on the basis of an 8-hour working day, but since not all workers can stay the full day, allowances are made.

The oldest workshop is the wickerwork-shop, which now employs 18 workers, including 2 women. Among them are the two oldest workers—83 and 84 respectively. Both are still working very well and are grateful for every day they can come. One of the women is a dwarf, 27 years old, but her hands are so nimble and she can plait a basket so fast that she manages to earn about IL.220–250 per month, with which she provides a livelihood for her whole family—all social welfare cases, living in Jaffa. At MA'AS she certainly spends the happiest hours of her day—for she is liked by all and no-one makes fun of her. The working day here lasts 7 hours and wages range from IL.7.–to IL.15.–per day, according to the capacity and agility of the worker. The shop's manager—a woman—finds it increasingly hard to allocate the work there is to do, since the workers' capacity, whose average age is 70, is diminishing and unfortunately no replacements could yet be found for those among them who died. In fact, the manpower shortage in the wickerwork-shop is so severe that it may have to be closed down—and this would be a pity, as the shop is a self-supporting enterprise, where the easy work is admirably suited for the aged and handicapped. Closing it would be all the more regrettable, as in long years of effort much goodwill has been built up and it has acquired a large circle of appreciative customers.

At the wickerwork-shop some 80–100 kinds of plaited items are produced: flower baskets, wastepaper baskets, prams for dolls, etc.—all of which are in great demand on the local market. There is hardly a hotel in the country where their flower-, paper-, and bread-baskets are not in use. Big-name florists, too, are among their clients.

The fourth workshop is the handicraft-department, where aprons, children's wear, sets of placemats, and tablecloths are made. All the articles turned out by this department are very much in demand, having made a name for themselves by their good taste, originality of design, high quality and relatively low price. The shop employs 24 women—all handicapped—who earn an average wage of IL.10.—per day. This is also the department for which embroidery work is done at home. The workshop is the only producer of cocktail-aprons for "ATA", which orders a quantity of a thousand aprons each month. The department also makes considerable export: in the past two years products have been shipped to Scandinavia, the Netherlands, Britain, France, Switzerland, the United States, Finland and Canada—to the tune of about $8000.—in value.

(Figures quoted apply to the year 1965–66)

The Hebrew University—Jerusalem—Visited January 15, 1970

The student body at the Hebrew University reflects the cultural diversity of Israel. While many students are Israel-born, large numbers were born in Europe, Latin America, North and South Africa, Asia and North America. Of the Israel-born, there is a steady rise in the number of Arab and Druze students in all Faculties. In recent years the Hebrew University has organized special courses for students from the developing states of Africa and Asia, and in addition students from abroad have been drawn to the University. In the academic year 1968/9, of the 12,000 students registered the number of foreign students reached 2,000.

The Israeli students, local-born and immigrants alike, are a cross-section of Israeli society. In the main they are older than their counterparts abroad, since they come to University after their army service. Most of them, owing both to their home circumstances and to a disinclination to financial dependence on their parents, take part-time and even full-time employment to finance their tuition and living expenses. Fees are kept to a low figure which today stands at between IL700 and IL800 and the University helps students by the provision of subsidized accommodation, meals, and the granting of scholarships and loans. But with the constant rise in the number of students enrolled, only some 10 to 15 per cent can be accommodated in the University's hostels. To remedy the situation, the construction of the new Mount Scopus University City is now underway.

OVERSEAS STUDENT PROGRAMS

The University organizes special programs for overseas students who are qualified for admission. These students may choose their program of studies from among the various courses taught at the University, but must enroll in at least two courses of Jewish studies and take at least 8 hours of classes per week in which the language of instruction is Hebrew. Exams may be written in English or any language which the instructor understands.

The One Year Study Program for North American Students corresponds to the Junior Year Abroad Program run by many American universities. In addition to special courses in Jewish studies, students pursue the regular course in their chosen field and are given full credit for these courses by their own colleges.

A special 3-month intensive Hebrew course, offered on the campus before the start of the academic year, is available for all overseas students.

SUMMER COURSE

The month-long course is open to all students and teachers who have completed at least one year of University studies. The credit courses offered are given in English and include an introduction to the archaeology of the Holy Land, studies of the contemporary Middle East, the government and politics of Israel, Hebrew language and literature.

H.U. AIDS CULTURALLY DISADVANTAGED YOUTH

[Reprinted from the February 1969 *Scopus Review* the newsletter of the Hebrew University, Jerusalem]

Some sixty percent of each year's first-grade school children in Israel are from culturally disadvantaged backgrounds. These youngsters' home environments are such that they do not stimulate intellectual curiosity nor the experiences such as creative play and meaningful verbal interaction, which give the basic tools needed for successful participation at school. Such homes do not encourage the desire for academic achievement, thus the children start their schooling unmotivated and lacking the skills, aptitudes and attitudes which are the prerequisites for coping successfully with the educational system into which they must try to fit themselves. The result, in all too many cases, has been frustration and ultimate failure.

In Israel's early years, only 12 percent of the country's high school students were of non-western parentage, and the rise is still painfully slow. Yet education and a nation-wide high standard in culture and training, is Israel's only assurance of progress towards lasting, confident stability.

EARLIER WORK

The Israel Government and the Hebrew University have for many years concerned themselves with possible solutions to the problems of cultural retardation posed by the disadvantaged sectors of the school population. Cultural enrichment programmes strove to broaden students' horizons: pre-kindergarten classes were opened in new immigrant centres; a longer school-day was introduced in many schools; action studies were undertaken to probe specific aspects of intellectual failure; a genuine attempt was made to develop new teaching methods.

In 1963 the Ministry of Education established a special department to cope with the problem, with the defined aim of "planning and implementing compensatory programmes in order to help youngsters of a disadvantaged background cope successfully with the demands of the Israeli school system."

Two years later, recognising the need for basic research to round out any planned intervention on behalf of improvement, the National Council of Jewish Women of the U.S.A. decided to channel special funds to specific projects working toward this aim within the John Dewey School of Education at the Hebrew University. Two research studies were financed in this manner: the one to discover the secret of success of teachers who had achieved the best results in educating culturally-deprived youngsters; the second to find out why such children had trouble in understanding abstract concepts and to train teachers in imparting these concepts. The results were stimulating and the work accomplished is now being carried further on both practical and theoretical levels.

N.C.J.W. AID

This was not the N.C.J.W.'s first association with the Hebrew University and its School of Education. In 1947, the Council's members granted it a sum of $12,000 to assist in the drive to train more highly qualified teachers for the country's schools. Two years later, with the onset of mass immigration which followed the establishment of the State, they voted an annual contribution of $48,000, a sum which was used to finance the School's budget until the University and the Government assumed responsibility for it. Many of the faculty at the School are alumni of the N.C.J.W. Fellowship programme which grants further study opportunities in the U.S.

One month after the Six-Day War in 1967 the N.C.J.W. sent a delegation of its top leadership to Israel to investigate at first hand the immediate needs of the country in the light of the recent victory and the changed situation resulting from it. It was impressed with the sincerity of the concern shown at the Hebrew University for coming to grips with the problems of the culturally deprived and decided, after wide ranging discussion, particularly with Prof. S. Fox, Director of the School of Education, that here lay its new mission, its new share in the partnership for progress which it had established with the University 20 years earlier.

Thus the Council has taken the decision to provide funds for the University's latest and novel venture in investigating and seeking to solve the problems of the culturally disadvantaged among Israel's young people with the establishment of a centre to undertake research in education for this group.

The need for the Centre is vital. In its emphasis on action-research—on projects which will be introduced directly into operation through kindergartens, schools, youth centres and adult education programmes—it will differ from other centres of pure research which do not see their role in terms of active intervention.

The Centre has yet another role to play: adding a further dimension to the University's aim of serving humanity at large. The lessons to be learned through the Centre's work may have wider application not just in Israel, but all over the world, for the problem of educating the culturally disadvantaged is one of the crucial questions facing both developed and developing countries alike, while Israel is uniquely placed to aid progress.

PHILOSOPHY OF INTERVENTION

The philosophy guiding the Centre's programme is one of intervention—the search, through the development and modification of educational theory, for changed and innovatory techniques which will improve teaching and learning in the classrooms of the disadvantaged students. The teaching processes required by these children differ both in aim and in content from those that can be applied to teaching children whose cultural development has been normal. The education of children whose cultural background is favourable may be regarded as a process which accompanies, supports and directs their general intellectual development. In the case of culturally disadvantaged children the role of education is one of enriching very limited mental development, or in many cases, actually rehabilitating stifled and blocked intellectual capacity.

At the initiative of Prof. Fox, the centre has invited Professors Perry London and Dan Davis, of the University of Southern California, to carry out in Israel work undertaken in the U.S. by Dr. Robert Rosenthal of Harvard. The project is a team study on the relationship between adult expectations and the child's intellectual development. In studies undertaken in America, research has demonstrated that children's intellectual functioning can be favourably influenced within even one school year by inducing their teachers to expect of them a better accomplishment than they had previously shown. Based on experiments described in *Pygmalion in the Classroom*, the study will attempt to define in what way the teacher telegraphs his expectations of the child's ability to the child himself, will observe classroom behaviour of both teachers and children and attempt to draw hypotheses from these observations. Eventually it is hoped that the results can be translated into new guide-lines for teacher training.

Project directors: Professors Perry London and Dan Davis.

Arising out of earlier work in this subject is the attitude that culturally deprived children cannot be regarded as a homogeneous group, even if all of them may be regarded as functioning below the original level of their intelligence, while this original level may be restored if proper teaching methods are employed and other relevant environmental factors are improved. A project at the Centre will undertake case studies of 50 children which will enquire into their individual social and cultural background, analyse relationships between members of the family in general and between each one of them and the child in particular, study changes in the child's cognitive behaviour in various subjects during the course of the school year in response to special teaching methods to be used, describe and analyse the teacher's reaction to the child, and attempt to classify the expressions of the child's thinking and learning patterns.

Project director: Prof. Carl Frankenstein.

One of the major problems faced in educating the culturally disadvantaged is the difficulty these children have in grasping abstract concepts. On the basis of research already undertaken, it is believed that any change in thinking patterns which will enable the child to break through this block can only come about within the framework of unique personal relationships established between the child and the teacher. The teacher is regarded as the key to the unlocking of the child's ability to move from the concrete and the known to the abstract and the unfamiliar. Five teachers have already been trained in special techniques by Miss Hinda Eiger, a faculty member of the School of Education. It is now proposed to train a further fifteen teachers—some of them student teachers—who will work under those already trained in an endeavour to develop these special methods of teaching still further and eventually formulate new patterns of teacher training for wider application. The fifteen teachers will ultimately pass on the new techniques to others in a programme whose repercussions will affect the whole field of education for the culturally disadvantaged.

Project director: Miss Hinda Eiger.

Alert to the necessity to explore all possible avenues of approach to the problem, the Centre will also sponsor a small pilot study on the use of creative movement as a pedagogic tool. An experimental class will be taught the rudiments of dance and expression and the children will be helped to observe, associate and express themselves through movement. The project will try to measure the level of academic improvement which the children may show as a result of this training.

Project director: Mrs. Rachel Bilsky-Cohen.

Since one of the basic problems of the culturally disadvantaged in Israel stems from the poor general start with which such children come equipped to school, it is essential that any comprehensive attempt to deal with the issue should also include early childhood education. To this end the *STAR* project, experimented with so successfully in New York, is now being adapted for introduction to Israel. Instructional material in Hebrew is currently being prepared and will subsequently be passed on via specially-trained community workers (themselves of a non-professional background) to the mothers of youngsters in disadvantaged areas. With the help of the material it is hoped that the parents will be better able to prepare their children for school and a fuller and easier learning experience.

Project director: Prof. Abraham J. Tannenbaum, Teachers College, Columbia University.

One of the major problems facing research workers in this field is determining the type of retardation from which a culturally disadvantaged child may be suffering. Because of objective difficulties in testing these children, it is often hard to distinguish between cultural and primary intellectual retardation. A research programme designed to investigate the differences between the two categories may well result in the development of diagnostic tools for use in differentiating between the types of retardation within the population of the culturally disadvantaged.

If this result were achieved, it would be easier for educators to set different aims and practices of maximal impact for the two groups. A further outcome of the project may well be the feasibility of defining areas of impaired skills and learning capacities which could then serve as starting points for remedial work.

Project directors: Dr. A. Minkowich and Dr. Ze'ev Klein.

On more general lines, the Centre is also to set up an evaluation unit which will concern itself not only with programmes for the disadvantaged in Israel but also with those taking place abroad. It will also undertake depth studies of local projects and attempt to develop tools whereby investigators can evaluate not only the progress made by the pupil throughout all the stages of his education but also the effectiveness of various research programmes and field projects.

Project directors: Dr. Avima Lombard, Dr. Mordechai Nissan.

A special committee is being set up to discuss the important problem of ways of handling the training of teachers for the disadvantaged. The ultimate programme will involve as many teachers as possible and will form a testing ground on which to apply the results of current research.

FURTHER PROJECTS

In addition to specific research projects, the Centre will organise a bibliographical service for scholars and teachers of the culturally disadvantaged all over Israel, gathering and circulating all material likely to be of assistance in this work. The bibliographical service will complement the work of the special library which the Centre is building, where some five thousand books and periodicals on problems related to the work of the Centre are being gathered from wherever work on the subject is undertaken. The library will be the only one of its kind in Israel and as such is of immense significance to work in this area.

In establishing the Centre, the University is embarking on a project whose long term results should exert a profound and decisive effect on Israel's educational system, a change which will more than fulfill the University's aim of serving not only the Jewish people but humanity at large.

The Hebrew University High School Experimental Project [1]
Visited January 15, 1970

There are two possible criteria for assessing the results of our Project: one—how many Project pupils will successfully complete the four year academic program in our school, and pass the matriculation

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[1] Excerpts of a progress report presented by Dr. Meir Shapira, HUHS Principal, December 11, 1969.

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examinations?; and the second—how much knowledge shall we gain from the Project as an educational experiment?

As far as the first criterion is concerned, we have to wait about one and a half more years. The results in the meantime are not discouraging.

Out of the 63 children in the two groups who were enrolled in the Project (the first group in August 1966 and the second in August 1967), we have, to date, 6 dropouts. To understand what this means in terms of Israeli realities, I would like to tell you that the drop-out statistics for the type of children included in our Project who do enter high school are in the region of 80–90%. One of our dropouts was an emotionally disturbed girl, a fact we failed to discover during the selection process, and one was a boy who left Israel with his family.

The first group of 28 students is now in the 12th grade, the last grade in the School. They are divided into two classes, according to their area of concentration: a natural-sciences class (12 pupils) and a social-sciences class (16 pupils). Matriculation examinations are scheduled, according to Israeli regulations, in 7 subjects. The natural-sciences class has already taken the examination in history and 10 of the 12 students of that class passed; 2 failed.

The social-sciences class took examinations in two subjects: in the first, called in our curriculum "history of political thought", all 16 passed—one with a mark of "excellent" and several with mark "A"; nobody received less than "C". (The grades are a translation from the Israeli into the American marking scale.) The results of the second examination in mathematics, are not yet known. . . . The other examinations will be given in the spring.

We did not request and we were not granted any privileges for the Project students. Their exams are exactly the same as those given all Israeli high school students. This is an important point from several aspects: to ensure the validity of the Project as an experiment, and to avoid stigmatizing the matriculation certificate of the Project students.

This is as far as the first group is concerned. I cannot tell you much about the second group, it is still too early. This group (29 boys and girls) is similarly divided into two classes—one in social-sciences and one in natural-sciences—and is in the 11th grade.

English is still the Achilles heel of all the project students—although their achievements in this subject are also considerable, thanks to a great extent, to the language laboratory which was provided by the National Council for Jewish Women.

It is worthwhile to note that the Project pupils' ambition developed enormously during the years in the school. To give you an example: After the examination in mathematics (all of us were very excited at the time of this examination because for the non-scientists, math is the subject of maximum failures in Israel—sometimes it reaches 60% and above) I asked one of the girls whom I met in the school lobby how it was. She was very unhappy. After I asked her about the details of her paper, I was sure that she would receive a passing mark. "Well, this I know," was her response, "but why should I be satisfied with just a passing mark?" . . .

The project will be of little value if we shall not share our experiences with other educators and make the findings of our experiment available to everybody interested in the education of disadvantaged boys and girls. With the completion of the Project, we shall have reliable answers to some most important questions regarding the education of this kind of youngster. We have gathered a treasury of data which needs to be analyzed and studied for this purpose.

We are fortunate to have Prof. Carl Frankenstein working with us on the evaluation. I can hardly think of anyone more qualified to do this work. Prof. Frankenstein accompanied the Project from its very beginning. He is one of the most competent experts in Special Education and is well known abroad, as well as in Israel. Four years ago he was awarded the "Israeli Prize for Education" for his lifetime work research in Special Education. He has published 22 books and pamphlets in Hebrew, English and German.

We already know that "culturally deprived," "disadvantaged" and similar terms are generalizations, which don't say more than the term "sick" says about physiological phenomena. One of the Project's achievements is that we have now a typology of deviations of the pupils in the Project. The 57 Project pupils, representing a microcosm of deprivation, provide us with the opportunity to study the anatomy of that phenomenon.

There are children in the Project whose only problem is that they grew up under poor social conditions or have some health problems, but are mentally well. But there are also problems of a different character, such as delayed maturation, obvious emotional disturbances with anti-social inclinations or with overt aggression. Externalization is characteristic of many of these children. His behavior is externally dictated and lacks his own, internal critical evaluation.

The deficiencies in "thinking" of the Project children are being analyzed. What these children mainly suffer from is that when entering school they are not equipped with an adequate personal security, which is the condition sine qua non for thinking independently; the necessary prerequisite to form concepts and to use them independently.

Intellectual rehabilitation—and this is the ultimate purpose of the Project—is to help the children to think independently; what it means to think responsibly, to reflect carefully, honestly and clearly; to see the difference between a responsible statement and an irresponsible one. Without this kind of thinking no intellectual activity is possible.

What is characteristic for the project children is that they do not delay answers to questions put to them, and they don't refrain from answering even if they know that they don't have the proper answer.

They misuse analogies because of a casual similarity of some marginal elements. They use scientific terms and foreign expressions indiscriminately; they emphasize the trivial and ignore the essential. They make irrelevant associations. Let me tell you two short anecdotes:

The teacher asked about the meaning of the word "personal". A boy answered immediately: "favoritism". What happened is that the boy used to hear, while waiting in the policlinic, some persons enter the doctor's office without waiting for their turn, and just saying "personnel" with "personal" and both with "favoritism".

Another story: The teacher asked how much is 14–(14). A boy answered zero. No, said the teacher, it isn't 14–14. This would give us zero. It is 14–(—14). The boy said zero! No, said the teacher 14—(14) you should know is 14+14 and this makes +24 "Okay," said the boy. "It is *always* in favor of the plus, in favor of the privileged!"

The Project's task is to relieve the children of such deficiencies and complexes, and to do this within the cultural pattern of the children's family background, which determines their associations and reactions. The Project teachers have to penetrate into the thinking processes characteristic for the different age-groups, different cultures and different individuals.

Unfortunately, children are generally taught as if the school could always rely on parental support; as if there do not exist any mental differences, differences in the patterns of thinking and of the ability to think abstractly among the various groups in our society.

I don't have to tell you that Israel has plenty of problems and what the problems are. But when you analyze them and you search for their solutions, for the majority of them, if not for all of them, you come to a common denominator, and this is *education.*

In Israel there happens to be a clash between a high cultural population and a backward one. Though the average of our national cultural level is not very low, this doesn't mean much. I have learned from a great woman the concept, that: A nation is backward to the extent of its most backward citizen. Like a chain, it's strength is as the strength of its weakest link.

CHILDREN'S DAY NURSERIES

Children's Day Nurseries supports in Jerusalem and surrounding vicinity, as well as in the Negev, a chain of 26 Children's Homes for children from broken homes, tragedy-stricken families, social cases, children from large families or whose mothers work, and immigrant children. One of these Homes, the Dorothy Entratter Home in Talpiot, Jerusalem, was visited by the Committee on January 15.

REFUGE CENTER FOR CHILDREN FROM ISRAEL AND ABROAD

Children's Day Nurseries has decided to establish a "Children's Town" for those youngsters who, because of special circumstances, are in need not only of a day nursery, but also of a complete home for day and night care. The goal of "Children's Town" is the same goal as Children's Day Nurseries: that of elevating the level of the children from Oriental countries to that of the children from European background.

"Children's Town"—a refuge center for 500 children—will include the following branches:

1. *Home for Babies,* to care for them from the day of their birth for, due to various circumstances, they cannot be raised in their homes.
2. *Educational Institutions With Dormitories,* for all ages.
3. *Children's Hospital,* which will serve not only those children whose permanent home is in "Children's Town", but also children from poor families and new immigrants who require regular medical examinations.
4. *Convalescent Center,* which will serve both the children of "Children's Town" as well as children from poor families and new immigrants in nurseries and schools throughout Israel.
5. *Summer Camp,* to serve not only the children of "Children's Town", but also children from educational institutions through-

out Israel. It will also be in touch with educational institutions of countries abroad, which will periodically send children to Israel to spend their summer months in an educational atmosphere.

The reason that children from outside the Children's Town will also be included in these projects is for the purpose of providing a suitable atmosphere for homeless children to be able to mix with children from normal homes.

COMMENTS ON KIBBUTZ EDUCATIONAL LIFE BY A KIBBUTZ MEMBER, RECORDED AT KIBBUTZ AYELET HASHAHAR, JANUARY 16, 1970

(A transcript)

Now we come to the children on the kibbutz. Women go to confinement in our local hospital and after three days they return to us. They put their children in the Baby House straight away. They also have the opportunity, the option, to take their babies home to their houses and look after them there for the first six weeks. A lot of them like to do this nowadays. In fact, on some of the new kibbutzim the system of the children not living at home has been abolished altogether, or not even started. The members' houses are built with more rooms and the children live with their parents up to the age of 13 or 14 when nobody wants to live with their parents anyway! And the young people then go to their own houses.

Here we don't follow that system: after the first six weeks end, the babies go to the Baby House. The mothers still come and feed them; breast feeding or bottle feeding at regular intervals. The mothers work only a four-hour day until the baby is six-months old and after that the babies move on and go to a Toddler Home which, of course, has facilities for slightly older children, playgrounds outside, and one nurse to look after them.

And then we move up into the kindergarten which groups larger numbers of children, groups of 10, 15 or 16 children being looked after by various women, one teacher, and three, we call metapelots, nurses—trained nurses.

The toddler groups are small, usually 4 to 6 children. * * *

Then they move on at the age of 11 to the Regional School we have on this kibbutz. We have children from three or four different kibbutzim attending this school until the age of 16, except in special circumstances; when they don't fit in or they have different ideas and want to go to vocational schools maybe, or they just want to drop out altogether. We don't have many dropouts. Most children go straight through school until 18, until they go into the army.

At school, our children learn all the regular subjects; a lot of them centered around the Bible; geography, history, and Hebrew, and games (mostly taken outside), and an agriculture farm for the youngsters who like to have a taste of kibbutz living, and maybe get a chance to know what career they want to take up when they are older. Animals and all sorts of plants are grown. Also, the arts aren't neglected. Every child at a certain age learns the recorder to start with and they can go on and develop and learn any instrument that they show inclination and talent for. If we don't have the teacher here, then the child gets sent to another kibbutz or town to take lessons.

In painting, the girls particularly like batik here; you might see examples around the kibbutz and also in the guest houses. Girls study domestic sciences for training to be good housewives later on; cooking and sewing, dressmaking and embroidery. And all the sciences: biology, chemistry and physics. And a lot of kids after the army go on to study at the university. We try to organize and train children for professions that are needed within the kibbutz. But if not, then we still allow in most cases a child who shows ability to study for whatever he wishes.

After the school day is done—it finishes quite early, about one or two o'clock, the children, mostly the older ones of 15 years and up, give one or two hours' labor to the kibbutz and then at 4 o'clock everyone is free. Everyone goes home and spends time with their parents until bedtime. They go for walks, help their children with their homework, play with them, and just generally have a nice time. One of the very nice points of this time of day is that not only are the mothers with their children and appreciate them and enjoy them for so many hours but so can the fathers, too. In fact, very often one of the first words that a child says here in kibbutz is "abba", which is father and not "ema" which is mother, to some mothers' distress.

Then bedtime comes and the children are tucked up in their communal houses and then the mothers and fathers are free to go off and spend the evening as they like. Meanwhile, of course, the children are looked after by two women who walk around all night seeing that everyone's alright. There is an intercom system so that they can hear if there is any crying that goes on, and can call the doctor if necessary—or the parents. In the evening the members like to go to the coffee club where they can drink beverages, read magazines in various languages—we have members here from over 25 countries of origin, and a lot of them like to keep up with their mother tongue, in reading anyway.

They can listen to records or play games of various sorts. Very often the dining room is turned over to evening activities, especially in winter. The summer months are usually much too hot to do anything more than lie on the lawn and fan one's self. [Next is a discussion of hobbies on the kibbutz, e.g., drama, photography, choir, visiting lectures, films, library of several thousand volumes, coin collecting, stamp collecting, ceramics, sports, swimming pool, etc.]

REMARKS OF THE MAYOR OF HAIFA, HON. MOSHE FLIEMAN, JANUARY 17, 1970 (AT HOTEL DAN HACARMEL, HAIFA)

(A transcript)

You are interested in education, but can one come to this country or anywhere without having a look at general problems? The general problems here, as you have undoubtedly already noticed, are problems of security and economics. Our frontiers are still not quiet; there is a war of attrition that our foes would like to have us suffer. In olden days we used to say that "when there is no bread, one cannot engage in meditation and wisdom." Well, the same now goes for security.

When you're not at peace, you have no tranquility for learning. Security is, therefore, unfortunately our main preoccupation.

One would have thought that here in Haifa, the very heart of our country, far from neighboring states, no ill wind would blow. But even here we are reminded of the fact that this small country is one big frontier. Two and a half months ago we had some very serious bombing incidents and attempts at sabotage. We live, therefore, all of us under the shadow of what might overtake us, of the threats that have been uttered against us, of the sword of Damocles that has been dangled over our heads because our neighbors, alas, have still not agreed to grasp the hand that is being held out to them. They have still not agreed to our very existence here in any shape or form whatsoever. We are still called upon day-by-day to prove the fact that we exist, that we cannot be wiped off the map, and that we will not be shoved away from this corner of the land.

We are fully aware of the fact that we have friends, especially one big friend across the oceans. That friend, for the past years has been very helpful, kind and helped tremendously the prosperity and the very existence of our body politic, both by means of our co-religionist brethren in that great commonwealth and, indeed, directly through agencies of the Administration itself. We are fully aware of that and we would like you to know that this help is fully appreciated. We are at one with all of you, no doubt, in desiring and yearning for that day when peace will reign paramount. There is not a man, woman, or child in this country but yearns for peace. Only with the dire experiences we have had in the past we want to have *real* peace. We do not wish to be fobbed off with promises about peace, with talk about peace, with some illusion about peace. We want to have the real article itself. We will not be tempted away from our hope for peace and we think the real way, the only way to get it, is to agree on it by two sides agreeing on it. Of course, the good offices of third parties are always welcome, but after all when a bargain is struck between two parties, they have to be party to it. This is a rather self-evident and obvious thing. There is a great need for understanding. We hope that our friends will understand and first and foremost our great friend, the great commonwealth I have mentioned as our first and foremost friend, the United States of America.

Response by Chairman Brademas: At the outset, let me express, on behalf of the Members, our very deep appreciation to you for your splendid and warm hospitality in Haifa.

I was struck in talking with Mayor Flieman by some of his own extraordinary background and I trust it will, mayor, cause no embarrassment if I share with my colleagues some of the answers to the questions that you suffered under my own congressional investigation of your background.

The Mayor was born in Russia and at the age of 16 became active in the Zionist movement. (I have already explained that the coordinator and director of our visit to Israel is himself a distinguished historian of the Zionist movement, Dr. Samuel Halperin, who wrote *The Political World of American Zionism* in 1960.) At the age of 19 the Mayor was imprisoned in Russia for his activities in the Zionist movement and spent, I believe, three years in Siberia. He then came to Israel, where he has lived for 39 years now. For the last ten years he has served as Deputy Mayor of this great city, and then only a year ago, succeeding the distinguished former Mayor, was elected in his own right Mayor of this great city and now presides over a city council of some 24 members, all but six of whom are in the coalition of which he is the leader.

It seems to me that something of the Mayor's own background tells you and my colleagues from America a great deal about what has made Israel such a remarkable country. For Israel is a country that is the product of people like Mayor Flieman, who years ago caught hold of a dream and have worked throughout their entire lives, against extraordinary obstacles, to help build this remarkable democracy in a part of the world in which democracy is not customarily found.

I was also struck, as a member of a committee of Congress concerned with education, by what you told me, Mayor Flieman, about how much of your budget in this city goes for education; I believe you said about a third of your budget, which is very high. This reflects another lesson that we are learning here in Israel, and that is the commitment of the people of Israel to education.

I must also tell my colleagues of my conversation with my other partner here at dinner, Professor Akzin, and of his own experience with Congress. My colleagues will be interested to know that Professor Akzin worked for a time in the Legislative Reference Service of the Library of Congress and he even explained to me that he understands the difference between HOB [House Office Building] and SOB [Senate Office Building], which is something that I am sure few Israeli citizens may fully appreciate.

Professor Akzin, you may also find it revealing to learn, is a professor at the Hebrew University in Jerusalem, but he is now giving most of his time to seeking to translate the Institute of Higher Learning here in Haifa into a full-fledged university. This is what President Harman told us about earlier this week when we met with the President of the Hebrew University and Professor Akzin is the man who has that very important responsibility. I think that the activity in which he is now engaged in the field of education also tells us something about what you are seeking to do in Israel, namely, to build your institutions of learning, to make them stronger and more effective in helping them meet the purposes of the people of Israel.

So I have learned a good deal, not only about these two distinguished gentlemen between whom I found myself seated at dinner tonight, but beyond that something further about this extraordinary country. If I may make a final comment, on behalf of my colleagues and myself in response to what the mayor said earlier, one could not fail to move through the Golan Heights, as we did with Colonel Bar-Or today, and not appreciate the extraordinary dangers which surround Israel and the steadfastness of your intention to remain both secure and free and of your commitment to live in peace with your neighbors.

I assure you that my colleagues here this evening and the overwhelming majority of the members of the House of Representatives and Senate of the United States support Israel in that intention and in that commitment so that you have friends here in Haifa with you this evening, as well as in the United States.

TECHNION-ISRAEL INSTITUTE OF TECHNOLOGY (HAIFA) VISITED JANUARY 18, 1970

The Technion was founded in 1912 on the initiative of the Hilfsverein der deutschen Juden in Germany. With assistance from Jacob Schiff, American philanthropist, and Kalonymus Wissotzky, Russian tea merchant, the first building on the original Hadar campus, now occupied by the Faculty of Architecture and Town Planning, was completed in 1913. War and other problems delayed until 1924 the start of Technion's program of studies.

Statistics

1,001 Members of the Academic Staff. They are drawn from universities in many countries, as well as from Technion's own graduates. Academic ranks include: professor, associate professor, senior lecturer, lecturer, instructor, assistant, as well as adjunct.

4,000 Undergraduate Students pursue courses leading to Bachelor of Science degrees in 17 Faculties/Departments.

1,697 Graduate Students attend courses and conduct research projects to qualify for the Master or Doctor of Science degrees.

Technion Students are mostly Israelis, including Arabs and Druze. 750 Jewish immigrant students come from 38 countries; a number of students, sponsored by the Israel Government, are from 10 African and other developing countries.

Technion is co-educational; women comprise about 8% of the student enrollment.

Technion ranks among the world's leading technological universities. Technion is Israel's oldest university.

Requirements for admission

An Israel matriculation certificate or equivalent, plus high standing in special entrance examinations in mathematics and physics. Tuition and incidental fees approximate $250 per year.

Student aid

Over 850 students received about I£. 885,000 in financial aid during 1968/9 through permanent (endowed) and annual funds contributed by members of Technion Societies in Israel, United States, Canada, Great Britain, Argentina, Australia, Brazil, France, Mexico, and South Africa. The greatest need exists for fellowship aids to graduate students.

17 Facilities and departments

Technion teaches:

Aeronautical Engineering, including aero- and gas-dynamics; combustion and aircraft propulsion; aeroelasticity, aircraft guidance and control; aircraft structures; heat transfer, etc.

Agricultural Engineering, including land and water resources; farm machinery; rural buildings; ecology, etc.

Architecture and Town Planning, including architectural design, urban and town planning; environmental studies, etc.

Chemical Engineering, including polymer technology, water desalination, chemical processes and equipment development.

Chemistry, including analytical, inorganic, organic, physical and theoretical chemistry; biochemistry.

Civil Engineering, including structures, structural design, building science and construction methods, hydrology and hydraulic engineering; soil engineering and foundations; sanitary engineering; transportation engineering; geodesy; mineral engineering; oceanography, etc.

Electrical Engineering, including electric power, electronics, telecommunications, control engineering, computer science.

Food and Biotechnology, including food analysis, biochemistry, microbiology, development of food products, processes and quality control.

General Studies, including Hebrew, English, French, German, Russian; social sciences; humanities; physical training.

Industrial and Management Engineering, including optimization procedures; production planning and inventory control; labor productivity stimulation and measurement; statistics; data processing; operations research; behavioral sciences and economics.

Mathematics, including pure and applied mathematics, emphasizing analysis, algebra, numerical methods, computer logic.

Materials Engineering, including Metallurgy, Elasticity and Plasticity.

Mechanical Engineering, including power and heat, control engineering, machine tools and metrology; metals and corrosion, mechanics of materials, electron microscopy.

Mechanics, including statics, dynamics, strength of materials.

Nuclear Science, including applied nuclear sciences, nuclear reactor dynamics, etc.

Physics, including applied and solid state physics; low energy nuclear physics; theoretical high energy physics, etc.

Teacher Training, including preparing high school science teachers and vocational school technology teachers, etc.

The Central Library has over 150,000 scientific and technological books and bound volumes of periodicals. The Library receives more than 5,000 technical, scientific and professional journals from many countries. Each Faculty has its own special library, supplementing the Central Library.

Research

A total of 689 research projects was carried on during 1968/69 by Technion faculty, requiring a budget of IL. 15,879,000, of which IL. 4,829,000 was derived from external sponsors. There is a pressing need to obtain funds to sponsor further research by Technion faculty and students.

Technion Research and Development Foundation was established in 1952 as a non-profit agency to promote Israel's industries through providing services—applied research, consultation, development of products and processes, and testing—drawing researchers from Technion's 17 Faculties and Departments. The Technion Research and Development Foundation is the largest applied research center in Israel. In addition to Israeli clients, those from abroad include the U.S. Air Force, Army and Navy, Department of Agriculture, Department of Commerce, National Bureau of Standards, Department of Health, Welfare and Education, and also the Ford Foundation, and industries. The total turnover in 1968/69 was about IL. 12,000,000. The Technion Extension Division organized and conducted 280 courses and symposia, attended by 11,350 adults in 1968/69 in day and evening sessions in eight regions, from Safad to Eilat.

Ancillary units

To help provide technical manpower for Israel's industries, training is also provided by the Junior Technical College to students aged 16 to 19; there were 1,645 students in 1968/69. In addition, the National School for Senior Technicians offered courses for 2,626 adults in several industrial regions. Technion operates these schools in cooperation with the Ministry of Labour.

Technion financing

The 1968/69 Technion operating budget amounted to IL. 47 million of which the Israel Government provided 70%. For 1969/70 a IL. 54.7 million operating budget has been approved. Construction of the 300-acre Technion City campus on Mount Carmel with its 45 buildings was made possible largely through financial assistance of friends, organized in Technion Societies in major cities of the world, with aid also given by the Government.

The Hadassah-Hebrew University Medical Center (Ein Karem, Jerusalem), Visited January 19, 1970

The Medical Center is linked to the development of an American voluntary medical foundation operating in the Holy Land since 1912. In that year, an American Jewess, Henrietta Szold—social worker, educator and humanitarian—convinced a small study group of Jewish women that a practical mission awaited them: the dispatch of medical aid to Palestine where their brethren were dying of poverty and disease. In 1913 they sent out two American-trained nurses to work among the Jewish, Moslem and Christian population of the Old City of Jerusalem. In 1918, the American Zionist Medical Unit set foot in Palestine. Its 44 members—doctors, graduate nurses, sanitary engineers and dentists—brought with them medical help to an underdeveloped land rampant with disease. They had been sent by this same women's voluntary group, which now had over 5,500 members and called itself Hadassah, The Women's Zionist Organization of America. Hadassah now numbers 318,000 Jewish women working through chapters throughout the United States, who raise some $16 million annually, dedicated to fulfilling its motto, "The Healing of My People" (Jeremiah, chapter 8).

The Unit was the precursor of the Hadassah Medical Organization in Israel. From its modest beginnings grew a nationwide network of diagnostic, preventive and public health services, and teaching and research institutions. In 1918–19, modern hospitals were opened in Tiberias, Safad, Jaffa, Haifa and Jerusalem.[1] The Henrietta Szold-Hadassah Nursing School inaugurated its course in Jerusalem. This was the first rung of the teaching ladder set up to train local personnel rooted in local conditions. Public health work has been an integral part of Hadassah's program from the very beginning. The first two nurses in Jerusalem set up a welfare station for maternal and child care and the treatment of trachoma. A network of mother and child care stations was established throughout the country, as well as school hygiene, playgrounds and luncheon programs in Jerusalem. (Since the inception of the Maternal and Child Welfare program 50 years ago, there have been eight million visits by mothers and babies to Hadassah Health Stations and Hadassah public health nurses have made two million home calls. Since 1921, 350,000 babies—half the local-born population—and 155,000 mothers have been in Hadassah's care and 87,086 babies, i.e. 12 percent of the local-born population, came into the world in its hospitals).

The Rothschild Hadassah Hospital moved in 1939 from the heart of Jerusalem to the new Medical Center which was built on Mount Scopus. In the same year, postgraduate studies in medicine were initiated; this was a joint undertaking with the Hebrew University, a partnership which continues to this day. "Hadassah" became the University Hospital.

During Israel's War of Independence in 1948, enemy forces gained control of the road leading to Mount Scopus. The Medical Center was evacuated following an attack on a medical convoy which resulted in the death of 76 members of the Hadassah and Hebrew University staffs.

The Hebrew University-Hadassah Medical School was established a year later and undergraduate medical training was initiated in Israel. Schools for dentistry and pharmacy were founded in 1953. At the height of mass immigration in 1952, Hadassah established a Family and Community Health Center at Kiryat Hayovel, a new immigrant suburb of Jerusalem. It operates on the theory that the health of the individual is bound up with that of his family and his community and is influenced by physical, emotional and social conditions; thus the family is the natural unit of health care.

After the evacuation from Mount Scopus, Hadassah's hospitals were spread out in a series of antiquated buildings in different parts of Jerusalem. During this period, the large influx of Jews from all parts of the world made it necessary to develop medical services in accordance with the needs of a fast-growing and heterogeneous population.

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[1] Most of these have since been handed over to the Government and local authorities, thus enabling Hadassah to continue in new fields of endeavor.

Hadassah expanded the scope of its activity in the fields of diagnostic and curative medicine, teaching and research. Since it was impossible for Israel's University Hospital and major medical teaching and research organization to continue in this way, work began in 1956 on the new site on the outskirts of Jerusalem. On June 6, 1961, H.M.O. moved to its new and permanent home—the Hadassah-Hebrew University Medical Center at Ein Kerem—a vast complex of buildings covering 1.5 million square feet.

The Hadassah-Hebrew University Medical Center is the country's largest center in healing, teaching and research. It comprises a 660-bed hospital; a Medical School run jointly with the Hebrew University; a Nursing School; a Dental School run jointly with the Hebrew University and the Alpha-Omega Fraternity; a Mother-and-Child Pavilion; a School of Pharmacy; a Synagogue for staff and patients which houses the 12 famous Marc Chagall stained-glass windows depicting the blessings of Jacob on his sons.

The Hadassah Mount Scopus Hospital

The Hadassah Hospital Mount Scopus, recovered as a result of the Six-Day War, was found in a state of utter desolation. Hadassah is undertaking a $6 million program to rehabilitate and expand this hospital so that it will comprise a 300-bed hospital for Jews and Arabs alike; a 60-bed Rehabilitation Center; a School of Occupational Therapy and a Youth Center. The two latter are already functioning.

Hadassah is building a $8 million Institute of Oncology for treatment and research in cancer, which will be the largest of its kind in the Middle East.

Since the Six-Day War, large numbers of Arabs from the occupied areas, and from Jordan whenever permission is obtained from the Jordanian Government, have come to Hadassah for treatment. Nearly 10 percent of the patients are now Arabs. Under an agreement with UNRWA, Hadassah provides consultative services to the Augusta Victoria Hospital in East Jerusalem. These services cover open-heart surgery, heart, cancer and pediatric patients. Wounded members of El Fatah and other terrorist groups who are captured by the Israel Security Forces are given the best medical care in Hadassah.

Eighty percent of the patients in Hadassah are covered by health insurance funds. Other patients are charged according to a means test. The maximum charge for an affluent patient being $18 a day. Indigent patients are not charged. Hadassah pays two-thirds of the Hospital's running budget, amounting to $5 million a year, the rest of the money coming from health insurance funds and a small government subsidy.

U.S. Government Aid

The U.S. Government has made two grants to Hadassah—one of $1 million to build the department of Public Health and Social Medicine Wing, the Doctor's Residence Wing and an additional floor to the School of Nursing; and a second grant of IS£1 million for the Kennedy cafeteria. Some years ago, the American Government endowed a Premature Baby Unit.

Research grants from the National Institutes of Health and other American institutions amount to IS£3 million a year, for several years, but recently these funds have been cut back due to a general U.S. reduction in health research.

Education

Hadassah is the chief supporter of Youth Aliyah, the children's rehabilitation movement. It also operates the Alice Seligsberg Comprehensive High School for Girls and the Brandeis Vocational Center for Boys, two educational institutions which are considered models of their kind, catering for 570 girls and 350 boys, with a Vocational Guidance Institute (the Subcommittee later met with Dr. Reuven Feuerstein, who heads the latter Institute).

YAD VA-SHEM (JERUSALEM)
VISITED JANUARY 19, 1970

MARTYRS' AND HEROES' REMEMBRANCE (YAD VA-SHEM) LAW, 5713–1953 *

Memorial authority Yad Va-Shem

1. There is hereby established in Jerusalem a Memorial Authority, *Yad Va-Shem* [1], to commemorate—

(1) the six million members of the Jewish people who died a martyrs' death at the hands of the Nazis and their collaborators;

(2) the Jewish families which were wiped out by the oppressors;

(3) the communities, synagogues, movements and organizations, and the public cultural, educational, religious and benevolent institutions, which were destroyed in a heinous attempt to erase the name and culture of Israel;

(4) the fortitude of Jews who gave their lives for their people;

(5) the heroism of Jewish servicemen, and of underground fighters in towns, villages and forests, who staked their lives in the battle against the Nazi oppressors and their collaborators;

(6) the heroic stand of the besieged and fighters of the ghettoes, who rose and kindled the flame of revolt to save the honor of their people;

(7) the sublime, persistent struggle of the masses of the House of Israel, on the threshold of destruction, for their human dignity and Jewish culture;

(8) the unceasing efforts of the besieged to reach Eretz Israel in spite of all obstacles, and the devotion and heroism of their brothers who went forth to rescue and liberate the survivors;

(9) the high-minded Gentiles who risked their lives to save Jews.

Function and powers of Yad Va-Shem

2. The task of *Yad Va-Shem* is to gather in to the homeland material regarding all those members of the Jewish people who laid down their lives, who fought and rebelled against the Nazi enemy and his collaborators, and to perpetuate their memory and that of the communities, organizations and institutions which were destroyed because they were Jewish; for this purpose, *Yad Va-Shem* shall be competent—

(1) to establish memorial projects on its own initiative and under its direction;

(2) to collect, examine and publish testimony of the disaster and the heroism it called forth, and to bring home its lesson to the people;

(3) firmly to establish in Israel and among the whole people the day appointed by the Knesset as the memorial day for the disaster and its heroism, and to promote a custom of joint remembrance of the heroes and victims;

(4) to confer upon the members of the Jewish people who perished in the days of the Disaster and the Resistance the commemorative citizenship of the State of Israel, as a token of their having been gathered to their people;

(5) to approve and give guidance to projects concerned with perpetuating the memory of the victims and heroes of the Disaster, or to cooperate with such projects;

(6) to represent Israel on international projects aimed at perpetuating the memory of the victims of the Nazis and of those who fell in the war against them;

(7) to do any other act required for carrying out its functions.

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* Passed by the Knesset on the 8th Elul, 5713 (19th August, 1953) and published in *Sefer Ha-Chukkim* No. 132 of the 17th Elul (28th August, 1953), p. 144; the Bill was published in *Hatza'ot Chok* No. 161 of the 9th Nissan, 5713 (25th March, 1953), p. 170.

[1] *Yad Va-Shem* = lasting memorial (literally; "a monument and a name; see Isaiah LVI, 5) (Tr.).

Yad Va-Shem a corporate body

3. *Yad Va-Shem* is a corporate body, entitled to enter into contracts, to acquire hold and dispose of property and to be a party to any legal or other proceeding.

Governing bodies of Yad Va-Shem

4. The governing bodies of *Yad Va-Shem* shall be a Council and an Executive.

Statutes of Yad Va-Shem

5. The contribution of the Treasury towards the establishment and maintenance of *Yad Va-Shem* shall be fixed in the State Budget; *Yad Va-Shem* shall operate under its own budget, the revenue for which shall be derived from the said contribution and from contributions by national and public institutions and organizations, from its own projects and services, from payments by members, subscribers and supporters, from legacies, allocations and donations, and from such moneys and other resources as it may raise with the approval of the Government.

Statutes of Yad Va-Shem

6. The member of the Government empowered by it to implement this Law (hereinafter "the Minister") shall, with the approval of the Government, enact the statutes of *Yad Va-Shem*, which shall come into force on the day of their publication in *Reshumot*.

Provisions of statutes

7. The statutes shall lay down—

(1) the composition, mode of establishment and powers of the Council and the procedure for convening it;

(2) the composition, mode of establishment, powers and working methods of the Executive;

(3) the methods and procedure for the summoning of conferences and conventions;

(4) conditions for the receipt of commemorative citizenship, and the procedure for the grant thereof;

(5) the means of commemorating the participation of Jewish soldiers and underground fighters and residents of the besieged ghettoes in the battles against the Nazi oppressor and his collaborators;

(6) the procedure of the preparation and approval of the budget, and provisions for equipment and the administration of moneys;

(7) such other provisions as the Minister may decide to be necessary for the maintenance of *Yad Va-Shem* as a memorial authority.

Regulations

8. The Minister may make regulations on any matter relating to the implementation of this Law.

Moshe Sharett, *Minister of Foreign Affairs, Acting Prime Minister.*
Ben-Zion Dinur, *Minister of Education and Culture.*
Yitzchak Ben-Zvi, *President of the State.*

Yad Vashem—Martyrs and Heroes Remembrance Authority, Visited January 19, 1970

Even before World War II ended, it had been felt necessary to set up an institution to commemorate the Martyrs and Heroes.

On August 19, 1953 the Knesseth passed the Martyrs' and Heroes' Remembrance Law—Yad Vashem, 5713—1953, under which the Yad Vashem Remembrance Authority was set up in Jerusalem. The Authority's functions include: Commemoration of the Holocaust's victims, their communities, organizations and institutions, and of the rebels and fighters who rose up against the enemy in defense of the people's honor; study and publication of the history of Holocaust and Resistance; introduction of general observance of the Martyrs' and Heroes' Remembrance Day, the 27th of Nissan.

The Yad Vashem compound was built on the Mount of Remembrance, near Mount Herzl in the western part of Jerusalem. There have been erected a Pillar of Herosim in honor of the resistance fighters, a Memorial Hall, museum and synagogue, and also a separate building to house the archives, the library and the administration offices.

COMMEMORATIVE ACTIVITIES

Hall of Remembrance

The Hall of Remembrance is a rectangular building, its walls of hewn basalt boulders. The ceiling looms above a somber gray mosaic floor on which are inscribed the names of the 21 largest concentration and death camps. Near the Eternal Light, in shape resembling a broken bronze cup, is a vault in which martyrs' ashes have been placed.

The Hall stands on an open expanse paved with concrete blocks. Here the Martyrs' and Heroes' Remembrance Day Assembly takes place every year on the 27th day of Nissan. Here also stands the Hall of Names, the exhibition building, the museum and the synagogue.

Commemoration ceremonies are held in the Hall of Remembrance almost daily. Survivors of destroyed communities, schoolchildren and visitors from Israel and abroad participate. Personalities from all over the world visiting Yad Vashem, are officially received in the Hall.

Synagogue

The Synagogue was built to commemorate all those houses of worship and study that were destroyed during the Holocaust period in Europe. It is a modest building without decoration or adornment. Its hall is long, with one wall built of rectangular hewn stone blocks, somewhat reminiscent of the Western Wall.

The eastern wall is plain, constructed in grey concrete layers, in the center of which stands the Holy Ark. The curtain on the Ark and the cloth covering the table, salvaged from synagogues in Europe are mute witnesses of the destruction. The typical house of worship and study of the small Jewish town is also commemorated in this building, symbolized by the table and a bench, both common in Eastern Europe.

Exhibition

The permanent exhibition "Witness and Warning" provides a documentary record of the Holocaust period. One section is devoted to Nazi anti-Semitism, its propaganda, and the methods by which the "final solution" was carried out. The section, "Defense and Struggle" relates the various forms of Jewish struggle, participation in the Allied forces, the resistance and rescue operations.

Exhibitions of art from the Holocaust period or devoted to themes of Holocaust and Resistance are held in the Musuem.

Pillar of heroism

A memorial pillar, simple and severe in form rises above the Mount of Remembrance seventy feet high; it can be clearly seen from the distance. Inscriptions recalling deeds of valor are carved into the stones bordering the path leading to the pillar.

The Hall of Names

One of the responsibilities with which Yad Vashem has been charged by law is the perpetuation in Israel of the memory of the Jews who died during the Holocaust or who fell in the Resistance. A form of questionnaire with biographical details to make possible the registration of the names of the martyrs and heroes has been prepared for completion by surviving relatives or friends. More than 1,500,000 such memorial pages have so far been recorded, and they are filed in the Hall of Names (which is a temporary structure). Visitors to Yad Vashem may fill in such memorial pages.

Righteous gentiles

The law has charged Yad Vashem also with the perpetuation of the memory of those non-Jews, who risked their lives in order to save Jews. The committee for the recognition of these gentiles consists of public personalities and representatives of the survivors organizations. The Committee follows strict judicial procedure, hears testimony and examines documents. Some four hundred men and women from all parts of Europe have so far been accorded recognition as "Righteous Gentiles". When visiting Israel they are honored by the planting of a tree in the "Avenue of Righteous Gentiles" which leads to the memorial buildings. Others are presented with an appropriate certificate and a Yad Vashem medal at ceremonies in the Israel Embassies in their countries of residence.

Adoption of the destroyed communities

Yad Vashem has encouraged schools to adopt communities destroyed in the Holocaust. The pupils study the history, way of life and the values of the community chosen. This method of perpetuation, which includes the collection of material from survivors of the communities, contributes much towards creating a consciousness of the unity of Israel and the Diaspora and to the realization of the continuity of Jewish history.

RESEARCH AND DOCUMENTATION

One of the principal tasks of Yad Vashem is historical and scientific research into the period of the Holocaust and Resistance and study of its history, so that the lessons of this most terrible of human experiences may be learned. The research is conducted in various departments of Yad Vashem.

Archives

The Central Archives of the Holocaust and Jewish Resistance developed out of the underground archives, the files of rescue activities of Jewish individuals and organizations in the free countries, and the work of the Jewish Historical Committees that were set up immediately following the liberation.

The activities of the Archives are threefold: a) Systematic acquisition from archives and institutes in both hemispheres. Where original documents cannot be acquired microfilm copies are obtained; b) Providing scientific information to research workers, institutes, 'Landsmannschaften', restitution and legal authorities in Israel and abroad; c) Cataloguing of the archive collections. The Archives also organize exhibitions where documents are accompanied by photographs, pictures, drawings and similar objects illustrating the Holocaust and the Resistance.

Library

The library contains more than 36,000 volumes and large numbers of periodicals on the subjects of anti-Semitism, the general historical background of World War II, the Holocaust and the Resistance.

Among the volumes are the most important official German publications of the years 1933–45, a large part of Nazi literature, collections of official Allied forces documents, records of the Nuremberg and other war criminal trials etc.

The library maintains contact with similar institutions here and abroad, scientific institutions and universities. Schoolchildren, students and researchers studying the Holocaust use the library's facilities.

Teaching Holocaust history

At the initiative of Yad Vashem, the Ministry of Education and Culture has laid down basic principles for teachers and educators on the teaching of the period of the Holocaust. Schoolchildren and students take part in the ceremony of kindling the Eternal Light in the Memorial Hall. In cooperation with the Pedagogical Center mobile exhibitions in various parts of the country are held. Seminars are held for teachers in cooperation with the Central Committee for Teachers Training. Yad Vashem personnel extend every aid to pupils preparing papers on the subject of the Holocaust.

Recording of testimony

This department collects and records testimony by eye-witnesses of Nazi crimes and data on the communal activities and the life of the Jewish people in all the countries of the Holocaust. More than 3,000 files of testimony have been completed, containing tens of thousands of pages and thousands of photographs and documents. The material comes from witnesses from twenty different countries, speaking fifteen different languages. Special attention is paid to testimony concerning the fate of children. The department provides material for reparation claims by institutions and individuals, assists the Committee on "Righteous Gentiles" and aids students and publishers of memorial volumes.

Investigation of Nazi crimes

This department has dealt with some five hundred cases of groups or individuals who perpetrated crimes against the Jewish people in concentration and extermination camps and in the ghettos of occupied Europe. It is in continuous contact with the European courts of law trying Nazi criminals.

Publications

The Department of Publications has issued four classes of books: source books and research studies, diaries and memoirs, memorial volumes for communities, and anthologies for use on Remembrance Day. Almost sixty volumes have so far been published. The department also issues a Yearbook of Studies on the Holocaust in both Hebrew and English editions.

The department's scientific staff is engaged in the preparation of an Encyclopedia of Communities, describing 6,500 Jewish communities in Europe which were destroyed. This monumental task is being carried out under the direction and with the financial assistance of the Memorial Foundation for Jewish Culture. New York.

WEIZMANN INSTITUTE OF SCIENCE (REHOVOT) VISITED JANUARY 20, 1970

The Weizmann Institute of Science in Rehovot, Israel, is devoted to fundamental research in the natural sciences. Its 400 research projects include such fields of worldwide interest as cancer research, immunology, genetics, organic and physical chemistry (including isotope research), nuclear and elementary particle physics (both experimental and theoretical), solid state and chemical physics, seismology, applied mathematics, design and construction of computers, biophysics, biochemistry, and polymer and plastics research.

There are also areas more specifically related to Israel's own problems such as desalination and hydrology.

The Yeda Research and Development Company, owned by the Yeda Trust, deals with the commercial promotion of some of the industrially-promising research projects developed at the Institute, mainly in the fields of chemicals and scientific instruments.

In recent years a number of science-based industries have been set up near the Institute. They include the Miles-Yeda Company for the development and production of research chemicals, the Israel Electro-Optical Industry—a joint Dutch-Israeli enterprise—and Rehovot Instruments Ltd. Other industries and Government bodies may also establish development and production facilities in its neighborhood.

The Institute's total staff now numbers some 1,350, including close to 300 fulltime scientists, and some 250 students at the Feinberg Graduate School.

The Weizmann Institute developed out of the small Daniel Sieff Research Institute, which was founded in Rehovot in 1934 by Dr. Chaim Weizmann, the Zionist leader who was later to become the first President of the State of Israel and first President of the Weizmann Institute.

The initial building in the enlarged complex was dedicated in 1949, one year after the establishment of the State. It was conceived as a 70th birthday gift for Dr. Weizmann, and was further expanded after his death in 1952. A memorial area called Yad Chaim Weizmann was then created on the Institute grounds. Both Dr. and Mrs. Weizmann lived, and are buried, within the confines of the campus.

Of the non-scientific entities here, one of the most interesting is the Weizmann Archives, in the Wix Central Library, which houses Dr. Weizmann's letters and papers, of which the first volume is now being published. The Archives also contain an exhibit of highlights of Dr. Weizmann's life.

The Weizmann Institute is administered by a Board of Governors and an Executive Council. A Scientific Council acts in an advisory capacity on all matters of academic policy, appointments and promotions.

The Institute's contributions to the growth and development of the State of Israel have been manifold. By insisting on standards of excellence in its work, it has enhanced this country's contribution to research on the frontiers of knowledge, attracted many foreign scientists, qualified as a meeting place for frequent international conferences, and as a recipient of numerous research grants from overseas scientific institutions and government agencies.

Rehovot scientists are also active in the field of secondary education. They are helping to bring teaching in the natural sciences up to date and they run a Science Summer Camp for 10th and 11th graders.

Members of the Institute staff act as advisers to industry and many government ministries.

The Weizmann Institutes is financed by the Government of Israel and the Jewish Agency, by research grants, and by private donations (see appendix).

SOUTHERN DISTRICT OFFICE OF THE MINISTRY OF EDUCATION AND CULTURE (BEER-SHEVA) VISITED JANUARY 20–21, 1970

GENERAL SURVEY

Israel is divided into six districts. The southern district extends from Eilat in the South to Ashdod in the North. It encompasses 5 major towns, 8 rural towns and country settlements which include 42 Kibbutzim (collective farming settlements).

The Southern District Education Office is responsible for the education of the nursery school age level, the kindergarten and infant school, as well as the primary school which is based on 8 years of schooling.

In our district there are: 572 kindergarten schools comprising the following age groups:

	Children
3 to 4 age group (approximate)	8, 000
5 to 6 age group	7, 000
Total	15, 000

199 schools with 53,000 pupils; about 5,000 children receive special education.

The District Office, in its present form, does not deal with post-primary education. However, in all the major and rural towns there is post-primary education in the form of comprehensive schools. About 70% of our 14–17 year-olds continue their studies at secondary level. 87% of the primary school leavers complete the 8th grade and go on to the 9th.

Ninety-seven of the educational institutions in our district are what we term Culturally Deprived.

Special amenities accorded to cuturally deprived schools: Streaming, division of parallel classes while maintaining a close link with the original "mother" class, full-day studies, remedial teaching, additional group-teaching, forming groups for individual attention, widening the children's horizons, (educational games, children's drama, exhibitions and concerts), special guidance by teachers' counselors, the provision of specially adapted textbooks and teaching aids.

It should be pointed out that the concerted effect of all these activities has greatly advanced the educational scene in our region in recent years.

The most serious problem facing our area is the high rate of "manpower rotation" in the teaching profession, an annual rate of 20%.

Our educational future is largely determined by the general level of the population and the child's social environment. We need a widespread movement on the part of the public with a view to raising the cultural level of our society in general. Some progress has been made in this direction, but not enough.

EDUCATION IN BEER-SHEVA

In 1949 there was one school in Beer-Sheva. Today there are 88 kindergartens, 34 elementary schools, 6 high schools, a teachers training college, a nurses' training college, three trade schools, a yeshiva, evening classes for working youth and adults, an Ulpan (Hebrew Language Course) for immigrant professionals and a Conservatory of Music.

The Histadrut has introduced courses in clerical work (typing, shorthand etc.).

The French Cultural Center holds classes for the study of French and there are a number of classes for students of English.

The Municipality and the Government hold courses for professionals and technicians. The demand for higher education came together with the growth of the town and in 1965 the Institute for Higher Education in the Negev was established in Beer-Sheva. 1,500 students will study there in the academic year of 1969–70 and work has started on the campus of the new University of the Negev.

"Chazon Ovadia" Religious Elementary School, Beer-Sheva, Visited January 21, 1970

Background

Chazon Ovadiah, the largest (one of 10) religious elementary school in Beer-Sheva, consists of 800 pupils. It has been in existence for fourteen years and serves as a neighborhood school. It started with several classes and wooden huts served as classrooms. (They are still in use today.)

The fact that the school is in the heart of the neighborhood has advantages and disadvantages. It is convenient for most of the pupils who live nearby. The disadvantages are that the school is used as a public path by the neighbors, and there is much disturbance from neighborhood teenagers during functions held after school hours. After many years, a strong fence was finally built and the situation has improved.

The majority of the students come from the low socio-economic strata. Fifty percent are welfare cases. As a result, there is a large social and educational gap between the poorer students and those who come from more privileged homes.

The school has a cafeteria where 350 pupils eat a hot lunch daily. Because of lack of finances, it is impossible to serve more. This creates problems because of the fact that the pupils remain in school until 4:00 PM.

Attempts to improve the school's standards

Until recently the school was in a difficult position both socially and educationally. There were many unpleasant incidents in the school. Several experiments were made to raise the standards. They proved very successful. The major improvements are:

1. Extended school day—The school added 12 hours a week to each class from the fifth through the eighth grades. These hours are meant to reinforce the pupils in their weak subjects. They also have clubs such as sport, art, games, home economics, arts and crafts, and music.
2. Graded groups—The pupils are divided into small groups according to their ability. This is done primarily in major subjects such as Hebrew, English and arithmetic.

The purposes of these improvements are:

1. To allow all the children to stay in school longer hours. In this way they are kept off the streets. The second through fourth grades remain until 2:10 PM and the fifth through eighth grades remain until 4:00 PM.
2. To bridge the educational gap.
3. To create a social life and a positive atmosphere which is centered around the school.

The problem with the extended school day is the lack of finances, and lack of specialized teachers for each subject. "Despite the problems there has been remarkable progress in the seven years of the existence of this program and we are confident that it will continue to improve."

There is a television set in the school and this too helps raise the standards. The programs are reportedly "very good, and the pupils enjoy and learn from them."

Experimental methods are used in teaching the sciences. This is the second year that the upper grades are using the method. Each child learns the subject through experiments which he does himself as well as through the assistance of the teacher. The equipment is sent through the Ministry of Education, but the budget does not cover all the necessary expenses such as a fully equipped laboratory.

The school is constantly struggling with financial problems. Although it is often possible to receive an allocation to begin a new project or club, it is very difficult to find funds to keep it going. Lacking are: a gymnasium, projector, a second television set, a modern mimeographing machine, and many other audio-visual aids.

NITZANIM YOUTH VILLAGE (SHEFELA, SOUTH OF TEL AVIV), VISITED JANUARY 21, 1970

POPULATION

In the twenty years that have passed since its founding, Nitzanim Youth Village has served first and foremost as an absorption center for Youth Aliyah, whose wards form the majority of its pupils (250 out of 300). A large number of the wards are new immigrants who came to Israel without their families (100 [1]). These youngsters need an educational framework that will take the place of the parents left behind abroad. These boys and girls are, in a sense, the pioneers who will be followed by their parents in coming to Israel, and in some respects they pave the way for their families' immigration to Israel. Another large group consists of immigrants who came to Israel together with their families (150). These children were sent to the Youth Village for two reasons: a) taking them away from home relieves them of the acculturation difficulties faced by their parents; gives them an educational framework which speeds up the process of learning Hebrew and Hebrew subjects, and helps them to cope with the Israeli school curriculum because Nitzanim takes into consideration their educational background. In this way Nitzanim serves as a social melting-pot which transforms the children from different parts of the Diaspora into citizens with a highly-developed awareness of Israel, who will, on attaining adulthood, find their places in the economic, professional, cultural and social life of the State. b) the fact of the children's being away from home releases the parents, who are struggling to find their place in their new country, from the need to bear the burden of their children's education, and thus eases their own integration into Israeli society.

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[1] All figures apply to Spring, 1969.

The population of Nitzanim includes to other small groups. One consists of socially deprived children from "veteran" Israeli families, who, because of social or financial failure, cannot give their children a suitable upbringing within the family (20). The children of this group are sent to Nitzanim by social welfare agencies. The second group, also a small one, is a group of "private" wards, usually from families of good financial standing, but who are unable to give the children a good upbringing, either because of some family crisis, (separation of the parents, illness or death of one of them, and so on), or because of low stress-resistance to the educational and social pressures in the framework of non-residential secondary education in their localities (30).

Thirty-four of the pupils at Nitzanim were born in Israel. One hundred seventy-one came from Middle Eastern and North African countries, 10 children came from English-speaking countries, 5 are from Latin America and 80 came here from Eastern and Western Europe. All in all these youngsters came from 40 different countries of orgin.

SELF-GOVERNMENT

The pupils are divided into six groups. The wards are placed in the different groups on the basis of various developmental factors, such as age, psychological maturity, length of time in Israel, shared value-attitudes, but not on the basis of belonging to the school class. Pupils from different classes are included in one youth group, while their classmates often belong to other groups. The absence of overlapping of youth group and class is based on the principle of encouragement of educational and social aspects in the life of the pupil, and playing down the advantage of study achievements.

Each group has its own dormitory and clubroom, forming a special corner in the Village. The children are encouraged to run their group-life independently. They are responsible for order and cleanliness, for arranging frequent parties and festivities, for giving the whole group the nature of a family. The "madrichim" combine their work with teaching in the school, in this way strengthening the connection between social life and studies.

The work of the "madrich" and housemother at Nitzanim is allocated in such a way that while the "madrich" is responsible for the care of the group, guides and regulates the complementary educational activities in the framework of study-circles, and the social activities, the housemother serves as a sort of personal counselor to the pupils, guiding them and helping them to solve their technical problems and overcome their private difficulties. During his years at Nitzanim bonds of mutual trust are formed between the pupil and his "madrich" mutual help in work and homework. The self-government is based on the democratic election of committees which are rotated frequently so that in the course of a year each individual has the chance to take an active part in one of the spheres of the group's self-government. The work committees, the social and cultural committees, and the house rota, cover every aspect of the lives of the youngsters during the hours they spend outside the classroom.

THE YOUTH INSTRUCTOR (MADRICH) AND THE HOUSEMOTHER

At the head of each group there are a "madrich" and a house mother, who fill roles similar to those of father and mother, thus enabling these workers to play a real part in the life of the pupil and even to influence and guide him to a large extent. At the same time the "madrich" and the housemother refrain from intervening too much in the life of the pupil, and the rule that guides them is not to impose their personal attitudes on the pupils. At the educators' meetings held by the staff of Nitzanim, the "madrich" and housemother may discuss with their colleagues problems connected with the case of a certain individual, may re-examine their own approach, and work towards closer coordination in the educational policy concerning a particular individual.

If the membership of each pupil in his class is flexible and dependent upon changes in his scholastic achievements, his belonging to his group is more stable, so that during the three or four years that he spends at the Youth Village he has the chance to form long-lasting relationships with members of his group on the one hand, and with his "madrich" and housemother on the other hand.

Moreover the "madrich" and housemother serve as "liaison officers" between the child and his parents. They make a point of meeting several times a year those parents who are in Israel, and writing to those who are abroad. This contact—among its many advantages—gives the ward of Nitzanim the feeling that his education and upbringing are carried out in liaison with his parents, and helps to lessen the feeling of separation from home and the loneliness which is sometimes felt by young people, especially in the first months of living away from their families.

The experience of most of the "madrichim" at Nitzanim as teachers enables them, not only to help the pupils in the preparation of homework, but also to locate the particular difficulties encountered by the pupils in their studies. It is not unusual for a "madrich" to help a class-teacher to alter and improve his methods of teaching. The "madrich" also serves at times as a kind of spiritual guide, or "lay-psychiatrist" in private conversations with a confused individual, helping him to solve personal problems, or if there is need for it, he may direct him to a child guidance clinic.

SOCIAL ACTIVITIES

Within the framework of the group the pupils spend about six hours a week at meetings, whose aim is to discuss problems of the group, such as practical matters connected with their self-government and the running of the daily life of the group. These meetings also serve as a platform for discussions on topical matters beyond their personal affairs, political and social problems in Israel and in the world in general. Usually the discussions are conducted by the "madrich" but sometimes they are led by one of the pupils, especially when the discussion centres round the problems of the group itself.

The group activities are arranged in conjunction with the Coordinator of "Madrichim", and guided by the following principle: The first meetings of the group are spent discussing Nitzanim and its history, and afterwards the history of the region. In the second stage there are talks on the history and geography of Israel, with special stress laid on the area of Nitzanim. When these topics have been exhausted there are discussions on various social and political problems in Israel and the world. Sometimes the group invites a lecturer specializing in the subject under discussion. For example when the subject was "Juvenile Delinquency and Its Prevention", a district judge, a probation officer and a police officer were invited to come and talk on the subject.

Less frequently the problems of an individual pupil are raised, in cases where the youth wishes, or at least agrees, to discuss his problems in public.

As well as the educational activities in each group, the wards and "madrichim" organize jointly cultural activities and parties for all the groups together. These activities take place mainly at Festivals and each group in turn is responsible for their organization. An annual event which has made a name for itself in Israel is the Purim party, which lasts a whole night, with each group putting on a show for which they have rehearsed during the whole of the winter.

The representatives of the group committees meet regularly at a Youth Council, which "governs" the life of all the Village.

COMPLEMENTARY EDUCATION

Besides the studies at school, the work, and the group discussions, which are obligatory for all the students, Nitzanim also runs a wide network of complementary educational activities in which participation is entirely voluntary.

These complementary study circles are designed to serve two purposes. Within the framework of the school curriculum the pupil is trained in general studies and prepared for a specific profession that will give him a livelihood on completion of his studies at the Village. At the same time, the school cannot always give him the opportunity to develop his individual talents. The increasingly pragmatic direction of the school curriculum in our time limits the horizons of the pupil, in the sense that the syllabus does not reflect certain aspects of the life and the world of the pupil. The study circles make up for what is lacking in this respect. Knowledge and values that cannot be acquired in the framework of the school syllabus are available to the pupil through the study circles.

The second purpose served by these circles is guidance in the constructive use of leisure. The pupil at a Youth Village spends all his time there, including his leisure time. While pupils at a non-residential school in town have to find—often without guidance—their own leisure-time activities, the pupils at Nitzanim have the benefit of guidance in their leisure activities, ensuring that time is not frittered away aimlessly. Most of the study circles at Nitzanim operate under the direction of the "madrichim" who live on the spot. Sports activities are also encouraged—and this in addition to the "Gadna" training and the physical education in the school syllabus

The Classical Music Circle meets mainly on Shabbat, when classical music is played on records. Before the concert there is usually a lecture whose aim is to instill in the pupils an understanding of music by explaining the various trends in different periods. The members of the circle, together with the "madrichim" also attend concerts in the neighboring towns.

The Philately Circle has about 40 members, most of whom are stamp-collectors. At their meetings they have lectures on the history of philately, instruction in stamp-collecting, exchanges of stamps, and contacts with young stamp-collecting enthusiasts in the U.S.A.

The Sculpture and Drawing Circle. As well as lectures on the history of the plastic arts and teaching of aesthetic values, the young artists also receive practical instruction in these arts. Their works decorate the dormitories and other buildings at the Village.

The Chess Circle has many enthusiasts who take part in country-wide competitions and study the theory of chess.

The Singing Circle teaches popular songs and old favorites. The members of the circle form a choir which sings at parties and celebrations.

The Dancing Circle. The members learn new dances, which they afterwards teach to their groups. This circle also forms a folk-dancing troupe.

The Handicrafts Circle specializes in woodwork and metalwork. The boys and girls make both ornamental and functional objects, which often serve to decorate their rooms.

The Drama Circle encourages the young people to express their personalities in acting. This circle prepares the artistic programs for Friday evenings and festivals.

The Political Circle has about 50 members, who meet weekly to discuss internal political questions of Israel, international political problems and other topical matters. In addition the members hear lectures on political and social theories such as liberalism, socialism, capitalism and so forth.

The Boating Circle is open only to pupils in the Maritime School. As well as the studies in the school some of the pupils in this sector meet to learn boat-building and repairing.

The Archeology Circle has a special place in Nitzanim. In the winter of 1954 some of the students found in the sand dunes a small bronze statuette and some fragments of earthen-ware and coins, one of which was clearly marked: Antiochus IV Epiphanes. This happened at the time when the Village was preparing to celebrate Chanukah, and finding a coin from the period of the evil Antiochus added a special significance to the Festival. This event gave rise to the idea of forming an archeology circle to specialise in historical research of the Nitzanim area. At the request of the Village the Antiquities Department of the Ministry of Education and Culture sent special instructors to teach the students how to collect finds, to "cure" broken vessels, to identify them and classify them in the different periods of the history of our country. The founding of the Circle aroused great intellectual activity among many of the students. This activity was—and still is—expressed in reading together books on archeology and in feverish searches for remnants of the Jewish past in this indubitably Palestine area.

The Circle meets twice a week: one meeting is held on a week-day and is taken up partly by study and partly by practical activity. The subjects studied are archeological theory and history; the practical work includes curing of pots and identification of fragments. The second weekly meeting takes place on Saturdays and consists of an archeological expedition in the area and the gathering of "finds".In the course of time the Circle's members have accumulated and recorded findings of continuous settlement in this region from the Neolithic Stone Age to the latter Hebrew periods. The Circle has also established a local museum under the supervision of the Antiquities Department. The museum is open to visitors and the local collection is one of the official collections listed in the museum's guide, which is brought out every year by the Antiquities Department.

THE VILLAGE SCHOOL

Although the educators in the Village do not regard scholastic success as their highest aim, and their efforts are directed mainly towards the encouragement of each individual to realize his special potential, at the same time the school has to its credit considerable achievements, and is regarded as one of the best boarding-schools of its kind from the academic point of view.

As we have said, the population of Nitzanim is not homogeneous. The personal leanings of the pupils on the one hand, and their varied backgrounds on the other (new immigrants with "veteran" Israeli youth; youngsters who barely retain traces of their Jewish identity with children brought up in a rich religious tradition; pupils whose native tongue is Hebrew together with those who came to the Village ignorant of Aleph-Beth), led to the decision to divide the school into different educational streams which operate as four separate units.

A. *Preparatory Classes*: These classes absorb the pupils who have recently arrived in Israel. They teach the pupils a basic knowledge of Hebrew language and Jewish studies. At present Nitzanim has three preparatory classes at three different levels. The pupils are admitted to these classes not on the basis of their general level of education, but according to their knowledge of Hebrew language and Jewish subjects. A ward who comes to Nitzanim with no knowledge of these subjects enters the lowest preparatory class, and from here he passes on to the intermediate, and later to the highest preparatory class. These classes are fixed at a certain level, and the pupils enter and leave them for a higher class when they have acquired the necessary standard. A gifted pupil lacking all knowledge in Hebrew may enter the lowest preparatory class and within one school year pass through the three preparatories at their different levels, and be ready to join a regular class. Less gifted pupils may take two years, or even more, to get through the three preparatory levels. The graduates of these three classes are admitted to regular classes on the basis of their knowledge in general non-Hebrew subjects, and not necessarily according to age.

A. 14-year-old pupil, after passing through the three preparatory classes, may enter Grade 7, 8, or 9—according to his general educational level. This system which differs greatly from the system of city schools, allows every candidate who is healthy in body and spirit to be accepted at Nitzanim without undue consideration of his achievements at primary school, or at school in his country of origin.

B. *Elementary Classes:* The school has two elementary classes, Grades 7 and 8, which are mostly populated by graduates of the preparatory classes. The pupils study the syllabus of the Ministry of Education, with special stress laid on Hebrew studies, such as Bible, geography of Israel, Hebrew literature and language. These are prevocational classes, and from them the pupils enter the secondary school.

C. *Secondary Classes—The Agricultural Stream:* The Agricultural School has two Grade 9's, two Grade 10's, and one Grade 11. Grades 9 and 10 are divided into two sections. One section is parallel to the standard of normal agricultural schools. Its graduates go on to the 11th grade. In the 1969–70 school year a 12th grade will be added for the first time for pupils who have completed the 11th grade in the Agricultural School, and Nitzanim will prepare pupils for the Matriculation in Agricultural Studies.

The second section is for students of more moderate standards, and concentrates more on the practical teaching of agriculture. The syllabus is arranged according to the syllabus of the Agricultural Schools Division of the Ministry of Education. These students participate in a special course in agromechanics which is given outside the usual work and study periods. The pupils in the two sections of the Agricultural Stream are obliged to specialize at the end of their course in two of the following branches: crop-raising, fodder, vegetable-growing, industrial crops, citrus, poultry-farming, dairy-farming or horticulture.

D. *The Queen Juliana Maritime School:* With the assistance of the Youth Aliyah Committee of Friends in Holland the Queen Juliana Maritime School was established in 1964. The need for such a school was twofold. Firstly, the educators of Nitzanim sought an additional means of helping young immigrants to acquire a skilled occupation that would not demand extensive knowledge of Hebrew subjects, and would enable them to adapt quickly to the Israeli School. Secondly, among the wards of Nitzanim there were many youths who were physically well-developed, and needed to learn something that would give them an outlet for their reserves of energy. The rather limited demands for physical exertion in modern schools are often frustrating to the young "he-men", who find no suitable outlet for their strength. Sailing out to sea, rowing, swabbing the decks, steering the heavy wheel of the boat—all these give self-confidence and a feeling of fulfillment to the youths who are not content with the more studious aspects of school life.

In the two-year nautical course the pupils learn the usual secondary school subjects for vocational schools, as well as the specific subjects connected with seamanship; such as the theory of structure of naval vessels, oceanography, meteorology, naval traffic regulations, navigation and cartography. They have practical training, such as rowing practice, rope-work, use of life-boats and boat-building. The practical training also includes two voyages on Israeli ships. At some time during their two-year course the young sailors substitute for professional crew-members on ships sailing to Europe and North America. Graduates of the course receive a certificate that qualifies them as Able-Seamen.

In the coming school year the Queen Juliana School will open a 3-year course for naval operators. The course will consist of nautical studies and engineering, with special emphasis on the operating of electronic equipment and the use of automation which characterizes a modern fleet. The authorities of Nitzanim wish to encourage girl pupils to join this course.

EDUCATION FOR WORK

On top of their school-work, group activities and complementary study circles, the wards of Nitzanim are occupied at work several hours a day. As well as adapting the youth to work-habits the educators emphasize the value of work as a means by which the pupil can give society something in return for his education and maintenance.

Manual labor is one of the basic elements of a healthy society, and the educators of Nitzanim have always believed that good training in work habits helps the young person to find his place in society. This approach was laid down in the early days of Nitzanim, but the educational institution cannot ignore the present attitude of the youth and their parents to work. Many people today see work merely as a means of earning a livelihood, but the idea of work has lost its former creative character. The branches in which the youths are trained are agricultural. Today, with the growth of industrialization in Israel, the inclination of the youths towards these branches is becoming weaker. On the other hand the Village cannot give up its attempts to teach its pupils the positive values in education for work. This is a difficult dilemma, and the School has to strive to retain its educational principles in this sphere, while adapting them to the current attitudes to work.

The farm with its different branches no longer satisfies the young people. Therefore courses have been added in different crafts and vocations connected with the technical side of agricultural work, agromechanics. With the attempt to solve some of these problems through the establishment of the vocational sections of agromechanics and seamanship, the Village has not abandoned the important educational principles connected with education for work, and tries to creat a synthesis between these principles and between the vocational training of the pupils. The pupils work to a schedule fixed by a work-committee consisting of Madrichim, Vocational Instructors and pupils: The principle guiding the allocation of work is the permitting of free choice of work branches. In his first year the pupil works through all the branches of the farm and the services, and only in the second year does he specialize in livestock or farming. The courses in agromechanics are given during working hours three times a week. On these days the pupils work only two hours, and two hours they learn aspects of agromechanics.

The pupils in the Maritime School work in the branches connected with naval subjects. However, in order to preserve the connection with the agricultural character of the Village, they also work one day a week in agriculture.

The pupils of the elementary classes work three hours a day, and secondary-school pupils four hours. Vocational lectures are given one evening a week, usually by the coordinators of the branches—surveys of the work in the branch and of its economic aspects. A special problem is that of work in the services, which is essential in the Village. The pupils go to work in these branches with no great enthusiasm, but explanation and persuasion as to their necessity have an effect, together with the rotation of these branches once every two months in the school year.

EDUCATION FOR JUDAISM

In Nitzanim an important place is given to education in Jewish tradition. As is well known, the educational system in Israel is in two frameworks: the religious and the general. Religion is the only factor that splits the education in Israel into separate organizational divisions, starting from elementary school through to University. The religious school and educational establishment stress the fostering of a religious way of life and the keeping of Mitzvot (see page 226), which they regard as of primary importance. In contrast, the general school is neutral in its attitude to Jewish values. It is true that the school syllabus includes the teaching of Jewish awareness, but these lessons ignore the methodical aspect of the matter, the impossibility of imparting values through lessons and studies alone.

Education in Israel has reached a stage of polarity between religious schooling and secular schooling, so think the educators of Nitzanim. This polarity could have socially disastrous consequences. In an attempt to overcome this danger, Nitzanim has worked out a positive approach to religious values, free from the accepted orthodox attitudes. The educators make no total demands on the pupils regarding the observance of Mitzvot. They do not compel the pupils to take part in activities of a religious nature: they have no rules as to what is permitted and what is forbidden, and the keeping of Mitzvot is a matter for personal decision on the part of each individual. The school syllabus and the social activities include Jewish matters with definite relating both to the past and the present of our people, and in the framework of these activities works of literature and philosophy written in different periods, whose subject is man's relationship to God, are taught. The focus of these activities is the synagogue, which is used for prayer-services, Kabbalat Shabbat, and the celebration of Festivals.

ORGANIZATION AND EXECUTIVE

Nitzanim is one of the Youth Villages of "Yesodoth", the organisation of educational institutions of HaNoar HaTzioni. It is affiliated to the educational network of Youth Aliyah, which pays for the upkeep of its wards, inspects the school on its behalf, and on behalf of the Ministry of Education, and from time to time initiates development projects. Through Youth Aliyah the Village is assisted by the Hadassah Women's Organisation of America, and by Youth Aliyah Committees of Friends in Sweden, Holland and Great Britain.

The Executive of Nitzanim is composed of the Principal of the Village, the Headmaster, the Secretary, the Chief Housemother and the educational consultant to the school. The Executive meets once a month to discuss matters of education and organisation. Three meetings a year are devoted to a survey of the educational situation and planning of syllabus.

American Joint Distribution Committee: Malben-JDC—Services in Israel

VISITED WITH RALPH GOLDMAN, DIRECTOR, JANUARY 22 (AT HOTEL SHARON, HERZLIA) AND JANUARY 24, 1970

Education in the Holy Land has been fostered by the American Joint Distribution Committee (JDC) since the organization's formation at the outbreak of World War I.

Aid to Yeshivot

The first call for help—the one which led to the creation of the American rescue, relief and rehabilitation agency—was made in 1914 by groups of rabbis and scholars studying at yeshivot (religious schools) in Turkish-held Palestine. The outbreak of war had cut them off from financial remittances from abroad. The then U.S. Ambassador to Turkey, Henry Morgenthau, Sr., cabled the noted American Jewish leader, Louis Marshall, an appeal for $50,000 to assist the religious students and other needy aged as well. The money was raised and during the war years almost $2,300,000 was sent to Palestine in addition to food and medical supplies.

Between the two World Wars more than 250 yeshivot received funds from the JDC for repairs and new buildings, for teachers' salaries and for feeding and housing the students. In the meantime, the JDC decided to set up a permanent unit to deal with educational affairs, the Committee on Cultural and Religious Affairs. Its first Chairman was the distinguished educator and leader of Conservative Judaism in America, Dr. Cyrus Adler. He was succeeded in 1942 by Rabbi Leo Jung, who presides over the Committee to the present day.

At the present time about one-third of the JDC's budget of more than $23,000,000 is spent on Jewish education and cultural and religious programs in various parts of the world. In Israel, the JDC allocates about $900,000 to aid 132 yeshivot with an enrollment of over 18,000 students. Aid is also extended to another 1,000 refugee rabbis and scholars and their dependents. In addition to aid to the yeshivot, JDC subsidizes various research and publication projects on Biblical and Talmudic subjects.

An additionally interesting aspect of the program is the vocational training curriculum introduced at the yeshivot 20 years ago by the JDC. Thus, yeshiva students who do not wish to become religious functionaries are able to earn their livelihood at some technical trade, including electronics, mechanics, carpentry, printing and others.

Paul Baerwald School of Social Work

As part of its general, all-out effort to restore Jewish communal life in post-World War II Europe, the JDC established the Paul Baerwald School of Social Work in Versailles, just outside of Paris, soon after the war.

After the establishment of the State of Israel in 1948, entire Jewish communities moved there. Plans were then drawn up to re-establish the School in Israel since one of the young country's greatest needs was for professionally-trained social workers. This was accomplished in 1958 under the sponsorship of Hebrew University. Its first Dean was the international authority on social work, Dr. Eileen Blackey, who served until 1962. The JDC presented the School with a $1,000,000 building in 1966, which included a library containing one of the world's finest collections of works in the field of social work.

The school has graduated some 400 students, including a large number of Arabs, who have received a Bachelors Degree in Social Work after three years of study. The JDC has also helped promising students with scholarships and stipends to do graduate study abroad. Faculty members have been given financial assistance to help them obtain their doctorates abroad, while various research projects have been subsidized.

In the 1969 academic year, the JDC agreed to grant the School $50,000 a year for a five-year period to establish a post-graduate program of studies leading to a Masters degree. It includes provisions for research projects in social work and for scholarships for graduate students.

The school of communicative disorders

For many years Israelis suffering from speech and hearing disorders received little attention, despite the fact that one out of every 1,000 residents suffers from some form of disorder. One of the chief obstacles is setting up the badly needed service was a shortage of speech therapists. No training facility existed in Israel and those who were trained abroad had to re-adapt themselves to the Hebrew Language.

The JDC's health and welfare agency in Israel, JDC-Malben, had been providing treatment for the deaf and hard-of-hearing, as well as persons suffering from speech defects, among the aged, ill and handicapped newcomers to the country. Recognizing the need for therapists, JDC-Malben agreed to help establish the School for Communicative Disorders at the Tel Aviv University Medical School. The School opened for the academic year, 1967–68, and will graduate its first group of 25 speech therapists in June, 1970.

Plans include the introduction of postgraduate courses to enable graduates to obtain a Masters degree.

An allied program in this field is the JDC-Malben subsidized pilot project to locate hard-of-hearing children in the Tel Aviv school system so as to diagnose and prescribe treatment. It is the country's first such project and is expected to serve as a model for other school systems.

The school of occupational therapy

From its very creation in 1949, JDC-Malben has been actively involved in rehabilitating the aged, chronically ill and the handicapped. The chronic shortage of trained occupational therapists constituted a serious obstacle in the effort to set up the necessary rehabilitation services at the JDC-Malben institutions and at hospitals throughout the country.

As a result, JDC-Malben ever since its formation has provided the School of Occupational Therapy with financial assistance as well as professional advice and guidance. Some 260 students have graduated from the School, which is now located on Mount Scopus in Jerusalem. The three-year program includes courses in the art of metalwork, carpentry, ceramics, weaving, basketwork, as well as general subjects.

ORT vocational training program

The World ORT Union, founded in 1880, maintains its largest program of technical and vocational training in Israel. Since 1948 ORT Israel has operated the country's finest network of technicians' institutes, vocational high schools, apprenticeship centers and factory schools, adult training, courses for foreign students and rehabilitation courses for the handicapped.

The JDC has for many years worked in close cooperation with ORT branches throughout the world. It now provides the World ORT Union with more than $2,000,000, half of which is allocated to ORT Israel. At the present time ORT Israel provides technical and vocational education for some 21,000 young and adult students.

Funds

The JDC's current worldwide budget is $24,100,000 to assist more than 300,000 Jews in 27 countries. The bulk of the JDC's funds are derived from the annual fund-raising drives of the United Jewish Appeal in the U.S.

YAD SYNGALOWSKY TECHNICAL CENTER OF ORT ISRAEL (TEL AVIV)

Visited January 22, 1970

World ORT Union was founded in 1880. Its largest national affiliate, ORT Israel, was founded in 1948 and since that time has become the broadest network for technical and vocational education in the country. The program consists of technicians institutes and vocational high schools, apprenticeship centers and factory schools, vocational schools associated with Yeshivot, adult training, courses for foreign students and rehabilitation courses for the handicapped.

In 1969 ORT Israel provided technical and vocational education to approximately 20,500 young and adult students.

ORT Israel activities are carried out in cooperation with the Government, local authorities and various public bodies.

The operating budget for 1969 is about IL. 27,000,000, covered jointly from World ORT Union and local sources. $2,100,000 of World ORT Union's budget for 1969 came from the J.D.C., from funds provided by the J.U.A.

DATA: SCHOOL YEAR 1968/69

2 Engineering Technicians Institutes
46 Technical and vocational high schools
2 Pre-vocational schools
4 Apprenticeship centers and pre-apprenticeship schools
5 Factory schools
6 Vocational schools associated with Yeshivot and other subsidized institutions
2 Instructor's training institutes
Adult training and proficiency courses
Vocational institute for combined correspondence and classroom studies

TECHNICAL AND VOCATIONAL HIGH SCHOOLS

The demand for secondary education, which is not compulsory in Israel, drove ORT to open vocational high schools. These schools with 3 and 4-year courses, as well as the schools for engineering technicians with a 5½-year program, provide trade education in practical work and theory, together with a general education at academic high school level. They are under the supervision of the Ministry of Education and Culture and are an integral part of the secondary school system in Israel. Admission is open to graduates of primary schools. There are also 2-year advanced courses for which admission requirements are 2 years of high school.

The program includes 2 institutes for engineering technicians and 46 technical and vocational high schools teaching 42 different trades to 12,300 students during the current school year 1968/69.

APPRENTICESHIP PROGRAM

Apprenticeship—an educational and training approach of great potential in other countries—originally developed slowly in Israel, hampered by the insufficiency of plants and factories. The industrialization of the country considerably eased the evolving national apprenticeship pattern. In cooperation with, and under the supervision of the Ministry of Labor, three types of apprenticeship schools have been developed.

Pre-apprenticeship schools, which admit graduates of primary schools to one year courses with a curriculum of 52 hours a week, including post-primary general courses with job-oriented training.

Day-apprenticeship centers, which provide education and training for young people, who under the terms of the Apprenticeship Law, are released from their jobs one day a week to attend.

Factory schools which directly involve industry in training. Classes are conducted on the factory premises for primary school graduates. During the 4-year training period they work within the plant itself; shop-practice and related subjects are completed by general education.

At present there are in the ORT Israel network 4 apprenticeship centers and 5 factory schools with a total of 5,000 students.

VOCATIONAL SCHOOLS ASSOCIATED WITH YESHIVOT

Vocational schools associated with Yeshivot are a link-up of religious education and work—Tora U Melacha. The first such school was opened in 1949 at Kfar Abraham. Subsequently, technical training was organized in conjunction with various Mizarchi schools. In 1960, at the request of the Joint Distribution Committee and various Yeshivot, ORT assumed responsibility for training in more Yeshivot. Since then, this work has grown to 17 schools; 11 of these are included in the vocational high school program.

ADULT TRAINING

Adult training has been part of the ORT Israel program since its beginning. Such classes are of two kinds: training courses and proficiency courses.

Other activities for adults include a seminary for teachers of fashion trades and fashion design, training of instructors, foremen and technicians, courses for foreign students and rehabilitation courses for the handicapped, as well as a vocational institute for combined correspondence and classroom studies.

A publication program, originating under a grant of U.S. funds, issues technical books. The subject matter covers electricty and electronics, metalwork, machinery, building and fashion.

A large proportion of the ORT technical publications are translations of American books. Others are original Hebrew technical books and textbooks, some written by ORT teachers.

The publishing effort is confined to books that are particularly effective in meeting the teaching requirements of vocational schools and that otherwise would not have been published in Hebrew. Other ORT Israel publications include notes and sheets for teachers in various subjects as well as books for program teaching, issued jointly with the Ministry of Education.

The Aron Syngalowski Center, visited January 22, 1970, is the largest of the 68 centers for technical and vocational education in the ORT/Israel network. It was built with funds contributed by Women's American ORT and is named in honor of Dr. Aron Syngalowski, the late leader of World ORT Union.

Situated on a ten-acre campus, the Center consists of a five-story main building housing administration offices, classrooms, laboratories, drafting halls, library-reading room and faculty room; two workshop buildings and sport grounds. A fourth building adjacent to the Center houses the Institute for Training Instructors, Foreman and Technicians. This is a joint project of the Israel Government and the International Labor Organization that enjoys support from the Special Fund of the United Nations and in which ORT is a partner. The 2-year courses are open to graduates of 4-year vocational high schools or of other secondary schools who pass special entrance examinations.

Present enrollment at the Syngalowski Center amounts to more than 1000 students aged 14–19 plus nearly that number of adults studying in evening classes.

Admission is open to primary school graduates who pass the required aptitude and physical fitness tests.

The Syngalowski Center includes schools for:

Engineering Technicians, with 5½-year courses in Electronics and Electricity.

Technicians, with a 4-year course (plus one trimester) in General Mechanics

4-year vocational high school courses in Electronics. Radio and Television, Electromechanics, Tool and Diemaking, Instrument and Precision Mechanics

3-year vocational high school course in Telecommunications (conducted jointly with the Ministry of Posts)

Training of technical teachers and instructors in Electronics

Training and proficiency courses for adults (evenings).

The courses for Engineering Technicians and the vocational high school courses are under the supervision of the Ministry of Education and Culture.

The curriculum includes shop practice and laboratory work (40%) plus subjects related to each trade and general academic subjects according to Ministry of Education requirements (60%). Related subjects are Technical Drafting, Technology, Machine Elements, Calculation and subjects specific to each trade; general subjects are Hebrew, Bible, English, History, Mathematics, Physics, Chemistry, Gymnastics. All Yad Syngalowski students, except those in the 3-year courses, take matriculation examinations entitling them to continue studying on a higher level.

Ort School—Yad Syngalowski Technical Center (Tel Aviv)
Visited January 22, 1970

A TRANSCRIPT:

We have 1.200 students in the daytime and some 500 students in the evening. This school is one of the largest in Israel, the biggest of the ORT System in Israel. Our students are from Tel Aviv and from towns and cities around Tel Aviv because it is a central school. Our students come here when they are 14 years of age, after they have finished 8 years in the public schools, primary schools. We keep them here with us for three or four years mostly four. Some we keep for 5½ years in a program for senior technicians.

We have different departments: electronics, electricity, general mechanics, and telephone and telegraph and telecommunications. We have workshops, laboratories, and, of course, the general academic studies. There are languages, history, mathematics, chemistry, physics, and so on. In this school are all those laboratories and studies that are in the regular secondary schools, but of course special attention is given to technical studies. This school, being the biggest . . . of the ORT schools in Israel, will receive as a pilot plan many new experiments, because we usually try to bring in new methods in teaching, and new subjects. For example, the first television teaching was begun here. Now we put a lot of work in automation and mechanics.

One very important thing—because we are very short of teachers for technical subjects—we have about 100 students that learn here three years; half of the time they learn, and half of the time they work in this school and in other schools of ORT as teachers, as instructors for their technical subjects. So they have their training during learning. Of course, we are short of books, expecially in Hebrew because most of the technical handbooks are in English and in other languages. So we try to translate and to write Hebrew books which we publish ourselves.

Mr. **Brademas.** I am not clear from the material you have given us whether this is a high school or, according to the brochure on the Aaron Singalowsky Center, "the two year courses are open to graduates of four-year vocational high school, or of other secondary schools who pass special entrance examinations." Is this a high school or is this a post-secondary high school, or is it both.

Reply. It is both. It is a regular academic high school and in addition to that you get the vocational training. How we choose these pupils should be of interest to you. There are five or six indications which we think are absolutely necessary for a child to be coming to a school like that.

First, is the psycho-technical test which every child has at the age of 12½ or 13 in primary education in this city. Secondly, the grades of the student in his primary school. That is not all, because there are various primary schools, and what is very good in mathematics in one school, could be only acceptable at this time in the second one. But we take it as an indication. Third, we have an entrance examination of three things: mathematics, English and Hebrew. We want to know how a boy expresses himself. Fourth, is a medical checkup, because the curriculum is a very hard one. Students learn here for 49 hours a week, excluding homework, which is another 15 hours a week. That is tremendous. In the United States that would cause a revolution among the students! Fifth, we ask the parents what they want the boy to learn. But, the most important, is the last one: we ask the child himself. If the child doesn't want to learn in a school like this, we do not accept him here. We are offering a very broad education, not specializing in any field but giving a good technical education. Let me give you an example. Some six or seven years ago we had some 2,000 or 3,000 TV sets in Israel. We didn't have any transmitters or receivers so people said, "why would I spend 1,500 pounds to buy a TV set?" Then in '65 we started our educational TV program. People started to buy TV sets. Now we have a quarter of a million sets in the country!

They are selling beautifully. Naturally, we had to open larger and larger TV technician courses. So, in other words we offer regular academic-vocational programs for 3–4 years and, in some cases, up to 1½ additional years of training.

Mr. **Brademas.** Where do you get your money? Who supports the school?

Reply. There are fees for secondary education which follows after free primary schools. The fee is graded according to the income of the parents. All boys and girls who are going for secondary or to higher education after primary school pay that tuition fee. Part of the pupils pay the whole price, part of the pupils don't pay anything. Thirty percent of our income is from tuition fees. Thirty-five additional percent is from the Government, which subsidizes us like every other school. The rest comes from ORT sources which get their money from the UJA or from the Joint Distribution Committee.

Mr. **Brademas.** Do you get any money from the United States Government? Do you have any Arabs in your school?

Reply. No U.S. Government funds. I think we have only one Arab in this school which is in an almost all-Jewish area. But we have some six or seven purely Arab schools in the country. For example, in Eastern Jerusalem we have two ORT schools.

One school is in the outskirts of Jerusalem in Abu Ghosh; one in Nazareth that is for Arab boys; one in Uzfiyah. Now we have some schools where the population is mixed, Jews and Arabs. So there are some 120 Arab boys in our schools; in mixed schools which are Jewish schools but where Arabs are also learning. In the Arab schools they are learning in Arabic, with Arab books, with Arab trainers, and so on.

Mr. **Brademas**. How many ORT students in the nation?

Reply. We have some 21,000 pupils.

Mr. **Brademas**. What percentage of those would be Arabs?

Reply. We have 775 Arab students in all of our schools, mixed and direct.

Mr. **Brademas**. Where do you get the teachers? You indicated that this is a problem, and I can understand that. Do you train teachers in this school?

Reply. We get our teachers from three sources. One is the university and the Technion. Another is from technical courses where instructors are being taught, and the third is teacher seminaries. We lack teachers because of the competition with industry; in education we can't compete. You have the same problem, I understand.

Query. Do you have any Arab teachers in your school?

Reply. Yes, naturally. They are teaching in Arabic.

Query. Technical instructors as well?

Reply. Yes, technical instructors. Part of them have been our pupils in our schools and, afterwards, they have studied at the Technion.

Mr. **Meeds**. You talked about a general course in vocational education. Do the young people specialize at all prior to this post-technical course that you offer?

Reply. When a pupil enters this school he knows exactly if he is in electronics, or electricity, or general mechanics, or precision mechanics, or tele-communications. There are some good things in this early division and some bad. Personally, I think we don't know yet what is best.

Mr. **Meeds**. Could these be classified as clusters or families, for electronics, for instance? You have TV repair in that, computers, so this is a family, an electronic family?

Reply. We call it a department here.

Mr. **Meeds**. It is not just TV repair?

Reply. Oh no! There is a class of thirty or forty students that learn together. They are divided into three different groups dealing with computers, TV, and some other general labors, industrial electronics, and so on.

KFAR BATYA—VISITED JANUARY 22, 1970

The Bessie Gotsfeld Children's Village and Farm School, established in 1947, is located at Raanana, Israel, a short distance from Tel Aviv, on a 250 acre tract. Some 400 boys and girls between the ages of 12 and 17 live, study and work in this self-governing Youth Aliyah village. An additional 100 day students come from nearby towns. Kfar Batya includes an agricultural high school, an industrial high school and an academic high school, all accredited by the government of Israel.

Children stemming from 25 different countries are housed in almost a dozen dormitories.

The village is now being developed as a major industrial training center. Special workshops provide vocational training in precision machine tooling, carpentry, welding and metalwork, and other vocational skills.

VOCATIONAL TRAINING AND EDUCATION IN ISRAEL SUPPORTED BY MIZRACHI WOMEN'S ORGANIZATION OF AMERICA—KFAR BATYA VISITED JANUARY 22, 1970

The Vocational Training and Education Program of the Mizrachi Women's Organization of America is one of three major areas of work conducted by the organization. The other two are the Child Restoration and Youth Aliyah Program, and the Social Services Program.

In a sense, all of the practical work conducted in Israel by American Mizrachi Women may be classed as "education," for a primary goal of the organization has been to prepare and train children, young people, and newcomers of all ages, for full, rounded, effective participation as citizens of the Jewish State—citizens with a sense of moral and spiritual values consistent with Israel's heritage and tradition.

This Background Note deals with "education" in a more limited and technical sense: the means by which schooling is provided, skills developed, and contributions made to the growing industrial, agricultural and cultural life of the country.

The Major projects providing vocational training are:

The Beth Zeiroth Mizrachi, Jerusalem
The Beth Zeiroth Mizrachi, Tel Aviv
The Beersheva Vocational High School
The Bessie Gotsfeld Children's Village and Farm School (Kfar Batya)
The Mosad Aliyah Children's Village

NURSERY SCHOOL THROUGH ADULT EDUCATION

The network of Mizrachi Women's projects throughout Israel provides education and training at every age level: pre-school and kindergarten education in such projects as the Bakka Settlement Houses and the Beth Hayeled Sleep-In Nursery; adult education in projects like the Haifa Community Center; and educational activity and experience for all the age-groups in between at various projects.

The principal focus of vocational training and education, however, is at the secondary, or high school level, because this is the area of greatest need.

A special need for secondary education exists because the Government of Israel can not yet adequately provide funds for secondary schooling. The responsibility for secondary schooling rests mainly, therefore, with voluntary organizations.

At the present time (1966) between 2,000 and 2,500 young people are receiving their education and vocational training under Mizrachi Women's auspices. (This figure does not include additional thousands being served by Child Restoration and Social Service programs.)

SCOPE AND RANGE

The broad outlines of the effort may be classified as:

1. *Academic Training.*—Courses of study which qualify graduates for matriculation at schools of higher learning, such as the Bar Ilan University, Hebrew University, etc.

2. *Agricultural Training.*—Courses of study, pursued under standards established by the government, which qualify young people for life on the land. (Both Kfar Batya and Mosad Aliyah Children's Villages are accredited Agricultural High Schools, granting diplomas of this kind).

3. *Vocational Training.*—Courses of study preparing graduates for work in vocational and industrial pursuits, in office, factory and settlement. (These schools, for which standards are established by the Government's Department of Labor and Education, are also diploma-granting institutions.)

4. *Teacher Training.*—Courses of study which qualify graduates for work as kindergarten or handicraft teachers.

5. *Specialized Seminars.*—Advanced training for high school graduates to meet special needs. (An example of this area of work is the Teachers Seminary at Mosad Aliyah—a two-year course established to train teachers for positions in new immigrant and development areas.)

The immigration of vast numbers of North African and Middle Eastern Jews from Arab lands which followed the establishment of Israel called for additional educational activity for integration. In this phase, the age range was expanded to the very young (nurseries and kindergartens) and to adults and older citizens (language, cooking, special interest classes) in such institutions as the Bakka Settlement Houses; the Rachel Leah Sleep-In Nursery in Jaffa, and the Haifa Community Center.

Consolidation of gains and stabilization of the economy in Israel today calls for a new effort, symbolized by the national effort to conquer the Negev. Mizrachi Women's newest vocational project, the Beersheva Vocational High School, is a reflection of this major current trend.

The rapid industrialization of Israel's economy—a major thrust in Israel today—requires many new skills and new training facilities emphasizing industrial training. Towards this end, major emphasis is now being given to teaching such skills as welding, machine tooling, electronics, instrument repair, pipe-fitting, etc.

APPROACH

In all of these projects and programs, certain general lines of approach apply:

A. *Religious Education is Provided at All Levels.*—A continuing religious education finds its outlet not only in the classroom but in the daily life of all who come under the wing of the organization. The tradition thus being built adds not only to the enrichment of the lives of the individuals who are affected by it, but to the general level of faith and understanding of Israel as a whole. For many, the religious educational activities serve also as a bridge of adjustment as they meet the problems of a new life in a new land; a bridge of integration for newcomers of very different cultural and national backgrounds.

B. *A Rounded Education is Provided for All Students.*—Because the fundamental goal of the organization's educational and vocational training program is a rounded, participating, informed, capable, contributing citizen of Israel, all students in all categories receive a thorough grounding in such basic academic areas as language, mathematics, geography, social studies, history, literature, the sciences and other standard courses.

C. *Opportunities Are Provided for Outstanding Students.*—To insure continuing study, or further study, for particularly gifted or particularly diligent students, scholarships have been made available for advanced training, along with aid in the placement of graduates to secure special training in areas of particular importance to Israel's economy.

D. *Courses of Study Meet Changing Needs of Israel.*—The education and vocational training program reflects changing needs in Israel, and is geared to the growth and development of the country. Constant consideration of trends is the basis for changes, expansion, and redirection of the curricula offered.

VOCATIONAL SKILLS TAUGHT

A great variety of skills and trades are taught within the framework of the program. Among them are—

In the agricultural area: Crop-raising, poultry farming, animal husbandry, bee keeping, horticulture, orchard development, dairy farming, soil chemistry, farm machinery repair . . .

In the Domestic Sciences: Sewing, cooking, laundry management, home economics, weaving, dietetics . . .

In Industrial trades: Carpentry, locksmithing, precision toolmaking, welding, building skills, textile weaving, machine repair, ceramics, basketry, dressmaking and fashion design, commercial knitting and beauty culture . . .

In Semi-Professional and Administrative areas: Stenography, filing, typing, bookkeeping, hotel management, handicraft, and kindergarten teaching . . .

These courses are constantly being augmented to meet changing requirements. For example, courses for draftsmen, electrical instrument repair, and laboratory technicians have recently been instituted to meet a widespread demand for technicians in Israel.

MIKVEH-ISRAEL AGRICULTURAL POSTPRIMARY SCHOOL (TEL AVIV AREA) VISITED JANUARY 22, 1970

Mikveh-Israel, the first agricultural school in Israel, was founded in 1870 by Charles Netter, delegate of the "Alliance Israelite Universelle" in Paris. It was also the first agricultural settlement of the new Jewish colonization in the Holy Land.

The main objective of the school was to provide training in agriculture to the underpriviledged Jewish youths living at that time in the four holy cities: Jerusalem, Hebron, Safed, and Tiberias.

The school was endowed with a large farm, adequately equipped to serve as training media for the students and also to provide employment for the early graduates.

During the years of its existence, Mikveh-Israel provided general education and training in agriculture to thousands of students coming from villages, towns and cities and equipped them with knowledge, skills and attitudes necessary for agriculture.

A large proportion of the graduates found their way into new and existing settlements or assumed leadership in agricultural education, extension and administration.

Due to its favorable climate and soil conditions the school became a source for the introduction, breeding and cultivation of primary commercial crops. It also served for years as a center of research in soil fertility and various other agricultural areas. The knowledge and experience gained by the teachers of Mikveh-Israel contributed to the development of modern agriculture in this country.

The farm also includes a Botanical Garden, on nearly 20 acres, which comprises about 1200 plants from various climatic zones and attracts thousands of visitors interested in botany.

Mikveh-Israel now has a student body of approximately 800 boys and girls, aged 14 to 18, who are admitted after completion of eight years' primary schooling and towards the termination of their studies sit for the Matriculation Examination. Students not qualified for the Matriculation pursue a special program of studies specifically adapted to their equirements and aptitudes.

Three basic elements contribute to the moulding of the Mikveh-Israeli student:

a. Formal studies
b. Practical work
c. Extra-curriculum activities

a. The curriculum comprises instruction in the humanities, Jewish subjects, science and agriculture, according to a program of studies prepared and supervised by the Ministry of Education. English or French are compulsory foreign languages in all classes.

The school is equipped with laboratories and libraries, in which the students study under guidance or on their own.

b. Each student spends four hours daily at work on the school farm, which consists of some 700 acres of arable land, two-thirds of which are under full irrigation. The farm includes most of the agricultural enterprises common in the coastal plain, i.e. citrus groves, subtropical and deciduous orchards, vineyards, cash crops, forage and field crops. The live-stock includes a large daily herd, a sheep flock, a modern hatchery and chicken coops as well as an apiary.

The wide array of enterprises is essential to the training and specialization of the students, who perform all the work on the farm, by rotation in its different branches.

Training in farm machinery and maintenance (for boys) and home economics (for girls) is provided in specially designed departments.

c. The majority of the students live on the campus, in dormitories of varying standards, a phenomenon caused by the rapid growth of the school in the last few years.

The evenings are devoted to supervised preparation of assignments, sports, social activities and hobbies.

The students of each grade form a social unit and are guided by youth leaders. The entire student body within the two school buildings (religious and secular) form an organized body, elect officers and committees and display self-government in authorized cultural and social spheres.

THE AMERICAN INTERNATIONAL SCHOOL IN ISRAEL, INC.; KFAR SHMARYAHU (TEL AVIV AREA) VISITED JANUARY 22, 1970

Founded: Founded in 1958 by American Embassy parents. Grades 1–5. Grades K–12 from 1966. Incorporated in Delaware as non-profit-educational institution in 1967. IRS tax exemption ruling received in 1968.

Governed: Governed by a 14 Member Corporation which includes Ambassador Barbour; The Hon. Ogden Reid; Pres. A. Harman (Hebrew University); Pres. Meir Weisgal (Weizmann Institute); and Dr. George Wise (Tel Aviv University). The executive arm of the Corporation is a 7 member School Board which is American and Israeli.

Population: There are over 300 students in grades Kindergarten through Twelve. The population breakdown is as follows: Americans (73%) Israeli (10%) Third Country Nationals (17%).

Graduates: Most AIS graduates attend U.S. Colleges and Universities. Approximately 20% attend Israeli Universities.

Faculty: 32 Members (equivalent of 28½ full-time). Majority American. Qualifications: Elementary, Teaching credentials: High School, generally M.A. or better. Salary $2500–4000, average $3400. Citizenship: USA: 18, Israeli: 8, British, French, South African: 5.

Facilities: Classrooms: 14, library, gymnasium, offices. (Designed for grades 1–9 and enrollment of 180). Currently constructing Bomb Shelter (3 classrooms) and 6 additional regular Teaching rooms.

Support: In 1969–1970 the School's Operating Budget is covered by Tuition Charges (83%), U.S. Government Grant Support through the Office of Overseas Schools (16%) and Private Gifts (1%).

The School's current building program ($140,000) is being financed through business and foundation donations in the United States and Israel.

Curriculum: Patterned mainly after better U.S. academic public schools with variations emphasizing local environment and particular needs of multinational student body.

TEL AVIV UNIVERSITY, DEPARTMENT OF PSYCHOLOGY, VISITED JANUARY 23, 1970

The new research facilities of the Department of Psychology have been planned to allow foreseeable research programs in the various branches of the discipline. This goal has been achieved within a limited space by the construction of multi-purpose units which can be flexibly adapted for different research functions. Special attention has also been given to the creation of conditions which will enable the staff of the department to spend a full day in the building and to carry out their various functions—continual contact with students and fellow research workers, study and preparation of seminars, and various research programs.

A number of research projects are under way in a small number of rooms scattered over the University. The new facilities will enable more careful control and direction of the present studies and will allow expansion to new areas which demand special conditions. Chief among these are:

The Child Behavioral and Research Center, which assumes special significance with the increasing understanding in Israel of the need for study of child development; the Clinical Division, with the offices of the staff psychologists engaged in the training of graduate students in diagnosis, therapy and counseling; the Graduate Seminar Rooms, which have been planned for maximum silence; the Laboratory and

Clinical Seminar Library, where special seminar papers, theses, texts,
microfilms, psychological diagnostic tests and laboratory manuals and
test manuals will be available for advanced and graduate students and
staff; Staff Offices and Work Rooms, providing individual and jointly-
shared offices for a staff which stands today (1969) at close to sixty;
the Personality and Social Research Unit, which will be occupied by
research teams studying the individual and society; the Animal and
Physiological Laboratory, a separate unit with double windows, float-
ing floors, acoustic ceilings, silicate walls, isolation doors, and artificial
automatic controlled lighting to enable adequate rearing and experi-
mental treatment of animals; the Calculating Machine Room, with a
small computer and a number of statistical computation machines for
the use of students and staff; the Students' Experimental Psychology
Training Laboratory, where six groups or pairs of students can per-
form studies at the same time under the supervision of instructors; the
Social Behavior Teaching and Research Center for studies in human
relations, group dynamics, group therapy, attitude change, groups dis-
cussions, and general teaching and research in the behavior of the
individual in various social situations.

Observation and TV recording facilities are available here, and
various stimuli can be introduced from outside the room by arrange-
ment of electronic remote-control; the Small Group Behavioral
Study Center, where a network of rooms around a central observation
room enables researches of individual and group behaviors (com-
munication, small group dynamics, rumor studies, etc.); the Cognitive
Psychology Research Unit, which will conduct studies in cognitive
psychology (cognitive controls, information processes, perceptual
constancies) requiring very careful control of environmental conditions
(light, sound, temperature, moisture); the Technical Unit for the
maintenance and development of laboratory equipment; the Re-
search Center in Human Psychophysiolgy, Motivation and Emotion,
which will provide very accurate control of sound, light, and other
conditions by the use of two special isolation chambers. The set-up
provides special arrangements for various physiological measures
of the individual in the isolation chamber, and studies in fields
such as sensory deprivation, dreams and their physiological accom-
paniments and psychological stress can be performed here; and the
Perception Research Unit, with carefully sound-proofed rooms with
light control for studies in perception (tachistoscopic, phiphenomena,
flicker fusion, dark adaptation, econic short-term and long-term
memory, etc.).

Among the special research projects slated for this Department are
studies of Cognitive Controls; Delinquency, Occupational Preferences
and its Structure amongst Israeli High-School Students; Content
Analysis and Study of Attitudes Relating to Arabs; and Dreams and
Theory of the Mind.

PART III—APPENDICES

In planning its visit to Israel, the subcommittee encountered substantial difficulty in locating English-language materials which adequately describe the Israeli educational system. However, while in Israel the subcommittee compiled a number of documents which should be useful to students and to the general public. These documents are reprinted below:

Appendix 1—International research programs in Israel of the Government of the United States of America.

CONTENTS

	Page
Abbreviations	89
Table I—Summary breakdown by U.S. Government Agencies	90
Table II—Summary breakdown by collaborating institutions	91
Table III—Summary breakdown by major fields of science	91
Table IV—Individual research projects by U.S. Government Agencies	92

ABBREVIATIONS OF U.S. GOVERNMENT AGENCIES

AEC—Atomic Energy Commission
AGRICULTURE—Department of Agriculture
ARS—Agricultural Research Service
COMMERCE—Department of Commerce
ESSA—Environmental Science Services Administration
NBS—National Bureau of Standards
DEFENSE—Department of Defense
AIR FORCE—Department of the Air Force
EOAR—European Office of Aerospace Research
ARMY—Department of the Army
ERS—European Research Office, U.S. Army
NAVY—Department of the Navy
ONR—Office of Naval Research
HEW—Department of Health, Education, and Welfare
OE—Office of Education
PHS—Public Health Service
CPEHS—Consumer Protection and Environmental Health Service
HSMHA—Health Services and Mental Health Administration
NIH—National Institutes of Health
SRS—Social and Rehabilitation Service
INTERIOR—Department of the Interior
BCF—Bureau of Commercial Fisheries
FWPCA—Federal Water Pollution Control Administration
OSW—Office of Saline Water
NSF—National Science Foundation
SMITHSONIAN—Smithsonian Institution

TABLE I.—U.S. GOVERNMENT INTERNATIONAL RESEARCH PROGRAM IN ISRAEL, AS OF JULY 1, 1969, BY U.S. GOVERNMENT AGENCY

[Funds in 1,000 IL]

U.S. Government agency	Number of projects active July 1, 1969	Actual expenditures in fiscal year1969 (July 1 1968 to June 30, 1969) [2]	Estimated [1] expenditures in fiscal year 1970 (July 1 1969 to June 30, 1970)
AEC	2	618	110
Agriculture	88	6, 638	6, 701
Commerce	14	1, 666	522
ESSA	3	969	215
NBS	11	697	307
Defense	39	4, 042	1, 049
Air Force	28	3, 087	733
Army	4	237	38
Navy	7	718	278
HEW	94	8, 705	9, 177
OE	4	324	241
PHS/NIH (Public Law 480)	17	3, 148	1, 582
PHS/NIH ($ appr.)	17	466	703
Other PHS agencies	42	3, 294	5, 738
SRS	14	1, 473	913
Interior	7	1, 188	1, 321
BCF	0	0	0
FWPCA	2	546	522
OSW	5	547	799
NSF	1	3, 218	3, 250
Smithsonian	12	1, 314	929
Total	257	27, 389	23, 059

[1] Obtained by dividing total funds for each project by duration of project in years. Sums do not include any funds which might be expended in fiscal year 1970 for new projects or extension of on-going projects negotiated in fiscal year 1970.

[2] Data supplied by U.S. Government agencies.

TABLE II.—U.S. GOVERNMENT INTERNATIONAL RESEARCH PROGRAM IN ISRAEL, BY COLLABORATING INSTITUTION, AS OF JULY 1, 1969

Institution	Number of projects	Estimated expenditures in 1,000 IL for period July 1, 1969 to June 30, 1970
American School of Oriental Research	1	175
Bar-Ilan University	1	0
Carnegie Museum	1	72
Central Bureau of Statistics	1	83
Centre for Policy Studies	1	70
Donolo Hospital	1	64
Hadassah Medical Organization	14	1,605
Hebrew Union College	1	240
The Hebrew University of Jerusalem	61	3,817
The Hebrew University-Hadassah Medical School	28	2,724
The Hebrew University-Hadassah School of Dental Medicine	3	336
Henrietta Szold Institute	1	52
Hydronautics, Inc	2	0
ILAN—Israel Foundation for Handicapped Children	1	102
Institute of Research on Kibbutz Education	1	88
Institute for Fibres and Forest Products Research	2	148
Israel Atomic Energy Commission	3	139
Israel Institute of Applied Social Research	4	338
Israel Institute for Biological Research	7	679
Israel Journal of Medical Sciences	1	240
Israel Program for Scientific Translations	1	3,250
Israel Soil Conservation Service	1	80
Ministry of Health	2	240
Ministry of Social Welfare	2	0
National Physical Laboratory	1	150
Negev Institute for Arid Zone Research	3	238
Plant Protection Department, Ministry of Agriculture	1	50
Rambam Hospital	2	211
Rogoff Medical Research Hospital	1	0
Rothschild Hospital	2	29
Sea Fisheries Research Station	2	330
Sinai Research & Development Co., Ltd	1	35
Smithsonian Astrophysical Laboratory	1	0
Smithsonian Research Foundation	1	28
Standards Institution of Israel	1	76
Soil Erosion Research Station	1	68
State University of New York	1	0
Technion	27	1,100
Tel Aviv University	9	629
Tel Hashomer Hospital	13	2,333
Texas Technological College	1	15
University of Arizona	1	70
University of Missouri	2	17
Veterinary Institute	3	299
Volcani Institute of Agricultural Research	20	1,321
The Weizmann Institute of Science	21	1,394
W.I.Z.O. Mothercraft Training and Child Care Center	1	114
Total	257	23,059

TABLE III.—U.S. GOVERNMENT INTERNATIONAL RESEARCH PROGRAM IN ISRAEL, BY MAJOR FIELDS OF SCIENCE, AS OF JULY 1, 1969

Field of science	Projects still active		Estimated expenditures in 1,000 IL for period July 1, 1969 to June 30, 1970	
	Number	Percent of total	Estimated expenditures	Percent of total
Life sciences (agricultural sciences; biological, and medical sciences)	129	50	11,524	50
Physical sciences (physical sciences proper; engineering sciences; mathematical sciences)	69	37	4,901	21
Social and educational sciences	29	11	3,067	13
Science information	3	2	3,567	16
Total	257	100	23,059	100

TABLE IV

CURRENTLY ACTIVE U.S. GOVERNMENT RESEARCH GRANTS/CONTRACTS IN ISRAEL

ATOMIC ENERGY COMMISSION

Grant/contract No.	Institution	Principal investigator(s)	Title	Duration		Total amount (IL)
				Start	End	
AT(30-1)-3242	Hebrew University	Stein, Gabriel	The action of radiations on some biological model systems	June 12, 1963	Sept. 11, 1969	365,000
AT(30-1)-3753	do	Czapski, Gideon	The nature of oxygen containing radicals formed in radiation chemistry and photochemistry of aqueous solutions.	Sept. 1, 1966	Aug. 31, 1969	153,000

DEPARTMENT OF AGRICULTURE

Grant/contract No.	Institution	Principal investigator(s)	Title	Duration		Total amount (IL)
				Start	End	
FG-Is-174	Hebrew University, Hadassah Medical School.	Razin, S.	Structure, chemical composition, immunochemistry and nutritional requirements of PPLO (mycoplasma) pathogenic to farm animals.	Sept. 1, 1965	Aug. 31, 1969	230,340
FG-Is-175	do	Gross, Jack	Effects of prolonged feeding of terephthalic acid (TPA) to rats.	Jan. 1, 1965	Dec. 31, 1969	178,580
FG-Is-176	do	Halevy, S.	Studies of lipid metabolism of Trypanosoma congolense and Trypanosoma vivax.	Sept. 1, 1965	Aug. 31, 1969	314,280
FG-Is-179	Hebrew University	Poljakoff-Meyber, A.	Response of plants to changing salinity	do	do	509,040
FG-Is-180	do	Klein, Simon	Mitrochrondial structure in seeds	do	do	287,000
FG-Is-181	do	Ginzberg, Ben-Zion, Cohen, Dan.	Theoretical and experimental investigations of the mechanism of flow of water and solutes in plant roots.	Nov. 1 1964	Oct. 31, 1969	291,640
FG-Is-182	Volcani Institute of Agricultural Research.	Kessler, B., Landau, N.	Physiological basis of the tolerance of horicultural crops to cold, drought and water stresses.	Aug. 6, 1964	Aug. 5, 1969	369,400
FG-Is-185	Hebrew University.	Shulov, Aharon S.	Acoustic responses of the desert locust, Moroccan locust and Acrotylus insurbircus.	Oct. 1, 1964	Sept. 30, 1969	255,195
FG-Is-187	Volcani Institute of Agricultural Research.	Loebenstein, Gad	Influence of virus diseases on host plants, physiology, initiation of infection and induced immunity in the plant.	do	do	315,165
FG-Is-188	Weizmann Institute	Lavie, David, Eveneri, Michael	Isolation and structure of germination inhibitors in seeds	Oct. 5, 1964	Oct. 4, 1969	262,555
FG-Is-189	Technion	Ben-Ishai, Ruth	Study of the formation of unnatural nucleic acids by use of purine and pyrimidine analogues and their effcets on protein synthesis and irradiation sensitivity.	Sept, 1, 1965	Aug, 31, 1970	275,125
FG-Is-192	Hebrew University	Bergmann, Ernst D.	Metalation reactions employing alkali and alkaline earth metals and their derivatives for the modification of mono- and di-enoic fatty acids.	Dec. 1, 1964	Nov. 30, 1969	318,585
FG-Is-193	do	do	Synthesis and determination of the properties of new aziridinyl phosphorous compounds.	Nov, 1, 1964	Oct. 31, 1969	265,641
FG-Is-195	do	Ravikovitch, S.	Agricultural utilization of soils affected by salinity	Jan. 1, 1965	Dec. 31, 1969	30,784
FG-Is-197	Technion	Loewenthal, H. J. E.	Compounds relating to gibberellic acid	Nov, 2, 1964	Nov. 1, 1969	265,280
FG-Is-198	Volcani Institute of Agricultural	Felier, Ron	Effect of knife angle and velocity on cutting of roots and rhizomes in the soil.	Oct. 1, 1965	Sept. 30, 1969	77,400

FG-Is-199	do	Minz, G.	Physiologica s[illegible]lization of Cercospora beticola Sacc. in Israel, and sources of resistance to the sugarbeet leaf spot disease caused by that fungus.	Nov. 10, 1964	Nov. 9, 1969	242,820
FG-Is-200	do	Hurwitz, Samuel	Studies on calcium and phosphorus metabolism in the chicken.	do	do	284,800
FG-Is-201	do	Shmueli, Eliezer	Effects of the moisture factor in the soil, plant and atmosphere on stomatal aperture and its influence on the rates of transiration and photosynthesis.	Nov. 17, 1964	Nov. 16, 1969	449,010
FG-Is-202	Veterinary Institute	Hadani, A.	Laboratory study of tick repellents and acaricides	Dec. 25, 1964	Dec. 24, 1969	176,740
FG-Is-203	Hebrew University, Hadassah Medical School.	Stein, O.	Studies on ultrastructural changes in essential fatty acid deficiency	Jan. 1, 1965	Dec. 31, 1969	199,235
FG-Is-206	Volcani Institute of Agricultural Research	Gazit, S.	Maturation and ripening of avocado fruits	Jan. 15, 1965	Jan. 14, 1970	250,970
FG-Is-207	Technion	Hagin, Josef	Fixation and availability of added phosphorus in soils as a function of bulk movement and diffusion	Apr. 1, 1965	Mar. 31, 1970	270,580
FG-Is-208	do	Hagin, Josef	Basic and applied research into the efficiency of phosphate fertilization	Jan. 7, 1965	Jan. 6, 1970	415,480
FG-Is-209	Hebrew University	Fahn, A.	Morphological and anatomical changes in pine trees related to resin stimulation	July, 1, 1965	Jun. 30, 1970	373,900
FG-Is-210	do	Patai, Saul	Investigation of oxidation, combustion and pyrolysis of various cellulosic and other fuels in the presence of additives	Jan. 1, 1965	Dec. 31, 1969	434,740
FG-Is-213	do	Levinson, Z. Hermann	Use of antimetabolites for the control of certain stored-product insects	Aug. 1, 1965	July 31, 1970	328,222
FG-Is-215	Soil Erosion Research Station	Shachori, A. Y.	Difference in effects of forest and other vegetative covers on water yeild	Mar. 5, 1965	Mar. 4, 1970	341,820
FG-Is-217	Institute for Fibers and Forest Products Research	Shiloh, Miriam, Bannai, Joseph	Investigation of crimp in wool fibers	Dec. 17, 1965	Dec. 16, 1970	338,20
FG-Is-218	Volcani Institute of Agricultural Research	Tennenbaum, J., Amir, S.	Liberal feeding of concentrates to dairy cattle as a means for higher production.	Nov. 11, 1965	Nov. 10, 1970	331,220
FG-Is-219	Israel Institute for Biological Research	Tahori, Alexander S.	Factors influencing variations in insecticide resistance	Feb. 1, 1966	Jan. 31, 1971	467,440
FG-Is-220	Volcani Institute of Agricultural Research.	Sternlight, M.	Ecology, biology and control of the citrus bud mite	Nov. 9, 1965	Nov. 8, 1970	273,850
FG-Is-221	Hebrew University	Eveneri, Michael, Tadmor, Naphtali, Cohen, O. P.	Biology and consumptive water use of perennial range plants under desert conditions.	Nov. 1, 1965	Oct. 31, 1970	271,370
FG-Is-222	Volcani Institute of Agricultural Research.	Katznelson, J.	Population studies and selection in berseem clover and the closely related taxa.	Nov. 9, 1965	Nov. 8, 1970	225,320
FG-Is-223	do	Cohn, E., Bental, A.	Nematodes as possible vectors of virus diseases in citrus and other fruit crops.	Dec. 2, 1965	Dec. 1, 1970	413,425
FG-Is-226	Technion	Avnimelech, Y.	Movement of ions and slats through nonideal porous media.	Apr. 1, 1966	Mar. 31, 1970	184,280
FC-Is-227	Hebrew University	Avidov, Z.	Biology of natural enemies of citrus scale insects	Nov. 1, 1965	Oct. 31, 1969	266,650
FG-Is-228	do	Parag, Yair	Genetics of tetrapolar sexuality in higher fungi	Nov. 15, 1965	Nov. 14, 1970	242,850
FG-Is-229	Israel Institute for Biological Research	Kohn, Alexander, Oren, Rachel	Studies on avian leukosis	Apr. 1, 1966	Mar. 31, 1970	450,460
FG-Is-231	Volcani Institute of Agricultural Research.	Rotem, J., Palti, J., Lomas, J.	Epidemiology and forecasting of downy mildews and allied fungi in an arid climate with and without irrigation.	Dec. 22, 1965	Dec. 21, 1970	546,730
FG-Is-232	Negev Institute for Arid Zone Research	Richmond, Amos	Physiological adaptation of plants to moisture and osmotic stresses with respect to salt accumulation.	Dec. 20, 1965	Dec. 19, 1970	417,100
FG-Is-233	Volcani Institute of Agricultural Research.	Horowitz, Menasche	Biology and control of troublesome perennial weeds	Dec. 22, 1965	Dec. 21, 1970	291,400
FG-Is-234	Hebrew University	Ashri, Amram	Divergence and evolution of the safflower genus Carthamus L.	Mar. 1, 1966	Apr. 30, 1970	189,660

TABLE IV—Continued

CURRENTLY ACTIVE U.S. GOVERNMENT RESEARCH GRANTS/CONTRACTS IN ISRAEL—Continued

DEPARTMENT OF AGRICULTURE—Continued

Grant/contract No.	Institution	Principal investigator(s)	Title	Duration		Total amount (IL)
				Start	End	
FG-Is-235	Volcani Institute of Agricultural Research.	Oppenheimer, Chanan, Reuveni, Oded.	Development of a method for quick propagation of new and superior date varieties.	Apr. 7, 1966	Apr. 6, 1971	253, 640
FG-Is-236	Institute for Fibers and Forest Products Research.	Shiloh, Miriam	Geometry of wrinkles as they affect the rating of acceptability of ease-of-care treated cotton fabrics.	Sept. 1, 1966	Aug. 31, 1970	331, 100
FG-Is-237	Hebrew University, Hadassah Medical School.	Gery, Igal	Immunological reactions of infants to the protein of cow's milk and some of its substitutes.	Oct. 10, 1966	Oct. 9, 1969	316, 416
FG-Is-238	Israel Institute for Biological Research.	Bar-Zeev, M	Action of repellents on mosquitos, fleas, ticks, and mites	Mar. 1, 1967	Feb. 28, 1970	285, 707
FG-Is-239	Hebrew University	Mayer, A. M., Poljakoff-Meyber, A.	Biological basis of physiological phenomena in seed germination.	Nov. 1, 1966	Oct. 31, 1971	307, 890
FG-Is-241	do	Eisenstadt, S., Weintraub, Dov	Comparative analysis of processes in agricultural development.	Nov. 9, 1966	Nov. 8, 1970	396, 850
FG-Is-242	Technion	Elata, C	Development of a device for automatic measurement of bedload in streams.	Oct. 1, 1967	Sep. 30, 1970	325, 520
FG-Is-243	Volcani Institute of Agricultural Research.	Drori, David	Compensatory growth in mammals and its application to intensive beef production.	Dec. 26, 1966	Dec. 25, 1970	374, 940
FG-Is-244	Hebrew University	Zohary, Daniel	Evolutionary studies in the annual oats	Jan. 1, 1967	Dec. 31, 1970	487, 750
FG-Is-245	Hebrew University, Hadassah Medical School.	Adler, J. H	Nature of the estrogen-inhibiting factors present in alfalfa and other forages.	Jan. 15, 1967	Jan. 14, 1970	410, 980
FG-Is-246	Hebrew University	Bondi, Aron, Birk, Yehudith	Chemical and biological studies of the saponins of alfalfa	Jan. 11, 1967	Jan. 10, 1972	521, 320
FG-Is-247	Weizmann Institute	Katchalski, Ephraim, Sharaon, Nathan.	Fundamental investigations of the glycoproteins of soybean meal.	Jan. 8, 1967	Jan. 7, 1972	615, 650
FG-Is-248	Volcani Institute of Agricultural Research.	Horowitz, Menashe	Influence of climatic and edaphic factors on the activity and the persistence of newer soil-applied herbicides.	Jul. 12, 1967	Jul. 11, 1971	286, 144
FG-Is-249	do	Schindler, Haim, Fyal, E., Amir, David.	Development of artificial insemination of sheep	Apr. 17, 1967	Apr. 16, 1971	527, 472
FG-Is-250	Hebrew University	Shulov, Aharon S	Active substances produced by the Khapra beetle and their role in mixed populations of stored pests.	Feb. 28, 1967	Feb. 27, 1970	288, 774
FG-Is-251	Volcani Institute of Agricultural Research.	Nitzany, E. F., Cohen, S	Phenomenon of periodic acquisition of tomato yellow leaf curl virus by its vector, the tobacco whitefly.	May 21 1967	May 20, 1970	273, 690
FG-Is-252	Veterinary Institute	Rakower, Joseph, Neuman, M.	Aerogenic infection in the pathogenesis of echinococcisis	June 4, 1967	June 3, 1971	372, 730
FG-Is-353	Hebrew University, Hadassah Medical School.	Guggenheim, Karl, Goldberg, Ada.	Effects on heat-labile substances in soybean flour on rat pancreas.	May 26, 1967	May 25, 1970	149, 120
FG-Is-234	Plant Protection Department, Ministry of Agriculture.	Shpan-Gabrielith, R	Biological and ecological studies on Myiopardalis pardalina Bigot (Baluchistan melon fly) and trials with attractants.	July 28, 1967	July 27, 1971	197, 585
FG-Is-255	Weizmann Institute	Galun, Esra	Induced morphogenesis in plants; correlation in morphogenetic changes with changes in nucleic acids and proteins	June 28, 1967	June 27, 1970	358, 335
FG-Is-256	Technion	Bear, Jacob	Optimum utilization of surface and subsurface water facilities in water resources systems.	Nov. 1, 1967	Oct. 31, 1969	113, 600
FG-Is-257	Hebrew University	Harpaz, I	Preparation of a monograph in English on the maize rough dwarf virsus disease.	July 2, 1967	Jan. 1, 1970	22, 800

FG-Is-258	Hebrew University, Hadassah Medical School.	Goldblum, Nathan	Genetic and other biological and immunological properties of foot-and-mouth disease virus.	July 1, 1967	June 30, 1970	1,008,247
FG-Is-259	do	Sulman, F. G.	Investigation into the mechanism of lactation and its augmentation by hypothalmic stimulation.	do	June 30, 1972	831,304
FG-Is-260	Tel Aviv University	Wahl, I., Galil, J.	The evolution and genetics of the barley leaf rust and powdery mildew fungi, and the alternate and grass hosts.	Apr. 4, 1968	Apr. 3, 1972	806,380
FG-Is-261	Volcani Institute of Agricultural Research.	Kessler, B.	The physiological and biochemical aspects of flower formation in pines and other tree genera.	Sept. 1, 1968	Aug. 31, 1972	589,404
FG-Is-262	Technion	Rebhun, Menachem	Removal of suspended matter and turbidity from water by flocculation, in relation to artificial ground water recharge.	May 1, 1968	Apr. 30, 1970	207,138
FG-Is-263	Israel Institute for Biological Research.	Galun, Rachel, Avivi, A., Warburg, M.	Development of sterility methods for population control of some soft ticks.	June 1, 1968	May 31, 1971	369,745
FG-Is-264	Veterinary Institute	Tamarin, Ruth	Pathogenesis, immunity and treatment of ovine staphylococcal mastitis.	June 24, 1968	June 23, 1971	514,800
FG-Is-265	Hebrew University, Hadassah Medical School.	Rachmilewicz, M., Izak, G.	Dietary factors in folate deficiency	Aug. 12, 1968	Aug. 11, 1972	435,840
FG-Is-266	Hebrew University	Bondi, A., Alumot, Eugenia	Mechanism of halogenated hydrocarbon fumigants on animals.	May 12, 1968	May 11, 1971	384,034
FG-Is-267	do	Mayer, A. M.	Physiological and biochemical investigation of factors leading to formation and functioning of enzyme systems responsible for the browning of fruits during their processing.	June 1, 1968	May 31, 1973	321,766
FG-Is-268	do	Bergmann, Ernst D.	Studies of the isolation, identification and characterization of sterols in soybean oil to provide basic information important to the utilization of soybeans in Israel.	May 12, 1968	May 11, 1972	286,242
FG-Is-269	Weizmann Institute	Michaeli, Issac	Investigation of the behavior of free radicals in wool to provide fundamental information for the development of improved wool fabircs.	May 17, 1968	May 16, 1971	316,400
FG-Is-270	Hebrew University	Blauer, G.	A fundamental study of the cross-linking mechanism in the reaction of dialdehydes with synthetic poly-amino acids.	June 20, 1968	June 19, 1971	257,960
FG-Is-271	Hebrew University, Hadassah Mecical School.	Doljanski, Fanny	Surface properties of malignant cells in different types of avian leukosis.	do	do	152,670
FG-Is-272	Tel Aviv University	Waisel, Yoav	Nutrient uptake from solutions with high sodium content	May 30, 1968	May 29, 1973	466,108
FG-Is-273	Hebrew University	Bergmann, E. D.	Studies on development of warning odors for toxic fumigants.	June 20, 1968	June 19, 1972	257,664
FG-Is-274	do	Hillel, Daniel	Infiltration and rainfall runoff as affected by natural and artificial surface crusts.	do	do	441,568
FG-Is-275	Volcani Institute of Agricultural Research.	Stanhill, Gerald	The radiative and aerodynamic characteristics of natural vegetation associations and agricultural crop surfaces.	Oct. 1, 1968	Sept. 30, 1971	218,151
FG-Is-276	Hebrew University	Fahn, A.	The pattern of the differentiation of cambium derivatives and its internal control.	June 15, 1968	June 14, 1973	371,200
FG-Is-277	do	Koller, Dov, Ofir, M.	Environmental control of weed physiology	June 20, 1968	June 19, 1972	408,400
FG-Is-278	Hebrew University, Hadassah Medical School.	Cohen, A. M., Wertheimer, H.	The effect of sucrose feeding on the metabolism of carbohydrates, fats, protein and mucopolysaccharides, with special emphasis on the vascular tissue.	Aug. 1, 1968	July 31, 1972	322,250
FG-Is-279	Hebrew University	Mundlak, Yair	Empirical analysis of problems related to growth of the agricultural sector.	July 21, 1968	July 20, 1972	475,835
FG-Is-280	do	Schramm, Michael, Ohad, Itzhak.	A study of the formation, disappearance and interconversation of sugars and starch in the white potato and the relationship of these reactions to processing quality with a view to increasing utilization potential for processed potatoes.	Nov. 1, 1968	Oct. 31, 1973	429,680

TABLE IV—Continued

CURRENTLY ACTIVE U.S. GOVERNMENT RESEARCH GRANTS/CONTRACTS IN ISRAEL—Continued

DEPARTMENT OF COMMERCE, ENVIRONMENTAL SCIENCE SERVICES ADMINISTRATION

Grant/contract No.	Institution	Principal investigator(s)	Title	Duration		Total amount (IL)
				Start	End	
E-5-56(N)	Israel Soil Conservation Service	Rosenzweig, D	Determination of evapotranspiration for short intervals in a Karst benchwork basin.	Oct. 1, 1966	Sep. 30, 1969	249,500
E-6-67(N)	Hebrew University	Amiran, D	A study in precipitation, streamflow, and sediment conveyance in a small arid watershed.	Jan. 1, 1967	Dec. 31, 1970	401,150
E-201-67(N)	Sinai Research & Development Co. Ltd.	Shafrir, Uri	Feasibility studies of meteorological instrumentation using radioactive isotopes.	May 19, 1968	May 18, 1970	105,000
E-267-68(N)	Israel Met. Service	Steinitz, G	Optimum network in the tropics	Oct. 21, 1968	Oct. 20, 1969	139,300
E-292-68(N)[1]	Tel Aviv University	Alterman, Z	Numerical simulation of the atmosphere	(2)	(2)	293,100

DEPARTMENT OF COMMERCE, NATIONAL BUREAU OF STANDARDS

Grant/contract No.	Institution	Principal investigator(s)	Title	Start	End	Total amount (IL)
NBS(G)69	Standards Institution of Israel	Tenny, M., Avudi, S., Sherban, M.	Accelerated test method for predicting the strength of concrete.	May 24, 1968	May 23, 1970	152,300
NBS(G)72	Technion	Stricker, S	Development of a power measurement system for audio frequency with an accuracy of 0.1 percent.	Apr. 10, 1968	Sept. 30, 1969	61,300
NBS(G)73	Hebrew University	Marcus, Y	Complex stability constants	Apr. 1, 1968	May 31, 1970	14,000
NBS(G)76	Technion	Zak, J	Clebsch Gordan coefficients for space groups	Mar. 1969	Feb. , 1970	35,000
NBS(G)80	do	Ariel, Magda	Determination of trace constituents in high purity standard reference materials by anodic stripping voltammetry.	June 4, 1968	June 3, 1970	142,440
NBS(G)82	do	Schmuckler, G	Chemical microstandards	Aug. 8, 1968	Aug. 7, 1969	155,000
NBS(G)83	Hebrew University	Reisfeld, Renata	Analytical determination of minute quantities of rare earths	Oct. 1, 1968	Sept. 30, 1969	75,330
NBS(G)84	Soreq Nuclear Research Center	Foa, E., Schachter, O	Production and supply of metal oxide standard reference materials by thermal decomposition of chloride salts in a spray reactor.	July 14, 1968	July 13, 1970	246,480
NBS(G)85	Technion	Avnimelech, Y	Preparation and characterization of microcrystalline hydroxyapatitie.	Oct. 1, 1968	Sept. 30, 1969	95,290
NBS(G)86	Hebrew University	Glasner, A	Investigation and development of analytical methods for the estimation of trace impurities in alkali halides.	do	do	45,620
NBS(G)87	Technion	Ron, M	Mossbauer spectroscopy standards for carbon steels	July 31, 1968	July 30, 1969	58,413

DEPARTMENT OF DEFENSE, AIR FORCE

61-052-825	Technion	Tannhauser, D	Electrical properties of transition metal oxides up to 1800° C	Aug. , 1964	Apr. , 1970	252, 000
61-052-839	Hebrew University	Kugelmass, S	Measurements of reactions to stress	Nov. , 1964	Oct. , 1969	213, 000
61-052-904	Soreq Nuclear Research Center	Zamir, D	Hydrogen behavior in metals using nuclear magnetic resonance.	Mar. , 1966	Aug. , 1969	171, 500
61-052-905	Technion	Singer, J	Buckling of shells under combined loading and thermal stresses.	do	July , 1969	304, 500
61-052-954	Weizmann Institute	Ben-Menahem, Ari	Seismic source identification techniques	May , 1966	Oct. , 1969	187, 800
61-052-7040	do	Shtrikman, S	Magnetically ordered materials	Jan. , 1967	Feb. , 1971	367, 150
61-052-7051	Atomic Energy Commission	Engiman, R	Magnetic ferro-electric crystals	do	Dec. , 1969	50, 400
61-052-8015	Technion	Lifshitz, J	Viscoelastic and dynamic behavior of polymeric materials	Jan. , 1968	Feb. , 1970	175, 000
61-052-8036	Hebrew University	Bar-Hillel, Y	Contributions to an understanding of the language communication process.	Feb. , 1968	July , 1970	145, 250
61-052-8037	do	Low W	Optical and microwave measurements behind shock waves	Nov. , 1967	Oct. , 1969	140, 350
61-052-8045	Tel Aviv University	Geffen, N	Noncontinuous magnetofluiddynamic flows	Mar. , 1968	Apr. , 1970	180, 950
61-052-8047	Hebrew University	Low, W	Microwave experimentation using backward wave oscillators	June , 1968	May , 1971	Nil
61-052-8070	Weizmann Institute	Lipkin, H. J	Symmetries of elementary particles	Sept. , 1968	Nov. , 1970	158, 200
61-052-9015	Hebrew University	Schieber, M	Investigation of radiation effects on quartz crystals and oscillators.	Dec. , 1968	Nov. , 1969	77, 000
61-052-9017	do	Mass, J	Ionospheric research using satellites	Feb. , 1969	Jan. , 1970	31, 500
61-052-9018	Tel Aviv University	Kleinstein, G	Wall turbulence research	Oct. , 1968	Sept. , 1969	15, 400
61-052-9020	Technion	Rom, J	Wake structure behind 2- and 3D bodies at supersonic and hypersonic speeds.	Sept. , 1968	Aug. , 1969	88, 550
61-052-9023	Hebrew University	Kaufman, A	Plasma propagation into low pressure gas and plasma in a magnetic field.	Feb. , 1969	Jan. , 1970	60, 550
61-052-9040	Technion	Singer, J	Buckling of shells under combined loadings and thermal stresses.	Sept. , 1969	Sept. , 1970	101, 500
61-052-9041	Tel Aviv University	Abarbanel, S	Numerical methods for high speed aerodynamics	Apr. , 1969	Apr. , 1970	35, 000
61-052-9042	Technion	Bodner, S	Dynamic inelastic behavior of materials	June , 1969	May , 1971	185, 500
67-023	Hebrew University	Eisenstadt, S	Innovation, social exchange and institutionalization	Oct. , 1966	Sept. , 1969	164, 150
67-024	Weizmann Institute	Luz, Z	NMR and ESR studies of solvation and complex formation	Jan. , 1968	Dec. , 1970	86, 450
67-045	Hebrew University	Cohen, D	Computer simulation of natural pattern generation processes	June , 1967	Oct. , 1969	51, 900
67-046	do	Huss, A	Numerical studies of planetary circulation in a model atmosphere.	Aug. , 1967	do	70, 000
68-010	Tel Aviv University	Ne'Eman, Y	Algebraic approach to elementary particle dynamics	Apr. , 1968	Mar. , 1960	175, 000
68-024	Technion	Karni, Z	The physical tensor and application	Feb. , 1968	Sept. , 1969	17, 150
69-053	do	Oppenheim, U	Quantitative high temperature infrared spectroscopy	Sept. , 1968	Feb. , 1970	61, 600

DEPARTMENT OF DEFENSE, ARMY

0252	Rogoff Medical Research Institute	De Vries, Andre	Isolation of snake venom toxins and study of their mechanisms of action.	Sept. 1, 1968	Aug. 31, 1969	70, 438
0369	Technion	Rubin, Mordechai	Photochemistry of antimalarial drugs	Oct. 1, 1968	Sept. 30, 1969	47, 698
0438	Hebrew University	Furstenberg, H., Katznelson, Y	Investigations in harmonic analysis, ergodic theory and related topics in analysis.	Nov. 1, 1968	Oct. 31, 1969	52, 500
1353	do	Patai, Saul	Transacylation and transamidation reactions in neat and dissolved systems.	June 1, 1969	May 31, 1970	38, 080
0534	do	Schieber, M	Crystallization in magnetic and electric fields	Dec. 1, 1968	Nov. 30, 1969	31, 850
0542	Technion	Zak, J	Properties of electron gas in semiconductors	Nov. 1, 1969	Oct. 31, 1970	31, 780

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[1] Pending.

[1] 2½ years from date of signature.

TABLE IV—Continued

CURRENTLY ACTIVE U.S. GOVERNMENT RESEARCH GRANTS/CONTRACTS IN ISRAEL—Continued

DEPARTMENT OF DEFENSE, NAVY

Grant/contract No.	Institution	Principal investigator(s)	Title	Duration		Total amount (IL)
				Start	End	
F-61-052-68-C-0004	Sea Fisheries Research Station, Haifa	Oren, O. H.	Oceanographic investigations in the Levant Basin	Aug. 1, 1967	Sept. 30, 1969	1, 174, 757
F-61-052-68-C-0005	Bar-Ilan University	Kaufman, A. S.	Measurement of very high temperatures	Oct. 1, 1967	July 31, 1969	69, 300
F-61-052-68-C-0014	Technion R. & D. Foundation Ltd	Naor, P.	Probabilistic applications	do	Dec. 31, 1969	175, 000
F-61-052-67-C-0037	do	Reiner, M.	Cross-stresses in the flow of gases	Dec. 1, 1966	Sept. 30, 1969	84, 350
F-61-052-67-C-0100	Hebrew University	Budick, B.	Precision measurement of core polarization effects	June 1, 1967	do	164, 420
F-61-052-67-C-0101	do	Alexander, E.	Spectroscopy in the vacuum ultra violet ranging from 40 to 500 A.	do	do	161, 420
E-00-014-69-C-0192	do	Bar-Hillel, Y., Rabin, M.	Theories for computation	Jan. 15, 1969	Jan. 14, 1970	69, 30

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION

Grant/contract No.	Institution	Principal investigator(s)	Title	Duration		Total amount (IL)
				Start	End	
OEG-0—8-003967-3967(021).	Tel Aviv University	Feuchtwanger, M.	Study of new approaches to the teaching of elementary science in elementary schools.	Apr. 1, 1968	Mar. 31, 1971	219, 000
OEG-1-7-071274-4358	Henrietta Szold Institute	Smilansky, S.	Relative importance of different frameworks (family and kindergarten) in promoting cognitive abilities, imparting basic information and modifying attitudes which are essentials for success in elementary school studies in infants and young children from culturally deprived strata.	Oct. 1, 1966	Sept. 30, 1970	206, 000
OEG-1-7-071309-4566	Hebrew University	Kohen-Raz, R.	Physiological Maturation and the Development of Formal Thought at Adolescence.	July 1, 1966	Sept. 30, 1969	106, 000
OEG-1-7-071311-4568	Tel Aviv University	Shapira, Rina, Miron, Mordechai	Patterns of Recruitment, selection, advancement and allocation of Israeli university students in a period of social change.	do	June 30, 1970	128, 500
EG-0-8-004695-4695 (021)	Hebrew University	Eisenstadt, S.N., Weintraub, D.	Study of the function and effectiveness of educational systems in modernization.	Jan. 1, 1968	Dec. 31, 1969	168, 600

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, PUBLIC HEALTH SERVICE, NATIONAL INSTITUTE OF HEALTH

Grant/contract No.	Institution	Principal investigator(s)	Title	Duration		Total amount (IL)
				Start	End	
-002-1	Weizmann Institute	Samuel, D.	Development of sensitive methods of measurement of oxygen isotopes.	Sept. 1, 1961	June 28, 1971	631, 456
-006-1	Ministry of Health; Hadassah Medical Organization.	Neufeld, Henry, Medalie, Jack H.	An epidemiologic study of hypertension and ischemic heart disease in a defined segment of the adult population of Israel.	Nov. 5, 1962	Dec. 31, 1969	5, 635, 037

06-008-1	Hadassah Medical Organization	Feldman, Shaul	Electrophysiological investigation of central nervous system mechanisms related to stress.	Apr. 14, 1964	Apr. 13, 1970	390, 016
06-010-1	Weizmann Institute	Sela, Michael	Prediction of protein tertiary structure from primary sequence.	Dec. 23, 1966	Dec. 22, 1969	517, 281
06-011-1	Hadassah Medical Organization	Halpern, Lipman	Epidemiologic study of multiple sclerosis in Israel	Feb. 10, 1964	May 31, 1970	502, 394
06-013-1	Hebrew University, Hadassah Medical School.	Menczel, Jacob	Calcium methabolism in periodontal disease and osteoporosis.	June 25, 1964	Aug. 31, 1970	474, 729
06-014-1	Weizmann Institute	Littauer, Uriel	Development of an improved mehtod for the isolation of specific transfer RNA molecules.	May 8, 1964	May 7, 1970	687, 077
06-015-1	do	Shapiro, D.	Synthesis of sphingolipids for use in determining the metabolic aberrations in hereditary sphingolipidoses.	Aug. 10, 1964	Aug. 9, 1970	742, 124
06-016-1	Hebrew University, Hadassah Medical School.	Shapiro, Benyamin	Hormones and metabolism in isolated adipose cells of obese mice and of the "fat tail" of sheep.	Dec. 13, 1964	June 29, 1971	375, 297
06-019-1	Weizmann Institute	Katchalsky, Aharon	Polymerization of amino acid phosphoanhydrides	Jan. 1, 1967	Dec. 31, 1969	238, 152
06-018-1	Hebrew University, Hadassah Dental	Koyoumdjisky, E.	Cranial, facial and dental development in children from different ethnic origins in Israel.	Jan. 19, 1965	Aug. 31, 1970	655, 904
06-023-1	Hebrew University, Hadassah Medical School.	Bekierkunst, Adam	Role of NA dose in the tuberculous infection	May, 5, 1965	May, 4, 1971	424, 709
06-501-1	Israel Journal of Medical Sciences	Prywes, Moshe	Preparation of critical reviews, histories of medicine and indexing of biomedical literature.	Nov. 28, 1966	Dec. 31, 1972	1, 425, 005
06-502-1	Hebrew University, Hadassah Medical School.	do	Health sciences communications research and audiovisual demonstration program.	July 25, 1968	July 24, 1970	154, 000
06-662-1	The Israel Institute of Applied Social Research.	Shuval, Judith J	A study of practices, knowledge, attitudes, experiences and beliefs concerning dental care and dental health in Israel.	Jan. 13, 1965	Jan. 12, 1970	449, 737
06-663-1	Hebrew University, Hadassah School of Dental Medicine.	Rosenzweig, Kurt A	Prevalence and genetics of oral abnormalities amogn Jews in Israel.	Apr. 1, 1968	Mar. 31, 1970	430, 426
06-664-1	Tel Aviv University	Weinreb, Max M	Clinical comparison of anterior and posterior restorative materials in paired teeth, and comparison of contrasting placement techniques.	Mar. 8, 1968	Mar. 7, 1973	255, 037
06-665-1	Hebrew University, Hadassah School of Dental Medicine.	Sciaky, Ino	Clinical evaluation of dental restorations in conservative versus extended cavity preparations.	Apr. 4, 1968	Apr. 3, 1973	255, 037

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, PUBLIC HEALTH SERVICE, HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION

06-125-2	Tel Hashomer Hospital	Modan, Baruch	Epidemiology of malignant and other chronic diseases in Israel.	Feb. 21, 1968	Feb. 20, 1971	245, 355
06-126-2	do	do	Epidemiology of essential hypertension among various ethnic groups in Israel.	July 8, 1968	July 7, 1972	1, 139, 663
06-179-2	do	Padeh, B.	Fellowship program	July 17, 1968	July 16, 1969	155, 659
06-180-2	Rambam Hospital	Valero, A.	Fellowship program for U.S. medical students	Jan. 27, 1969	Jan. 26, 1970	175, 918
06-181-2	Hebrew University, Hadassah Medical School.	Oster, Z., Milwidsky, H	Fellowship program for U.S. medical students and faculty	July 23, 1968	July 22, 1969	407, 735
06-275-2	Institute of Research on Kibbutz Education.	Nagler, Shmuel	To make an approximate evaluation of the relative contribution of hereditary and rearing factors to the development of schizophrenic schizoid psychopathology in the child.	May 10, 1965	June 30, 1970	443, 054
06-276-2	Israel Institute of Applied Social Research.	Anthonovsky, Aaron	Sociocultural patterns and the involutional crisis	July 28, 1968	July 27, 1970	234, 955
06-277-2	Hebrew University, Hadassah Medical School.	Sulman, F. G.	Mapping of cerebral reactions to steroid implantations	July 25, 1968	July 24, 1969	163, 748

TABLE IV—Continued

CURRENTLY ACTIVE U.S. GOVERNMENT RESEARCH GRANTS/CONTRACTS IN ISRAEL—Continued

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, PUBLIC HEALTH SERVICE, HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION—Continued

Grant/contract No.	Institution	Principal investigator(s)	Title	Duration		Total amount (IL)
				Start	End	
06-325-2	Israel Institute for Biological Research	Peleg, Josef	Preparation of insect cultures and their application to arbovirus research.	Feb. 27, 1963	Feb. 26, 1971	428,275
06-326-2	Hebrew University, Hadassah Medical School.	Goldblum, Natan	Biological properties of mouse-virulent and avirulent arbovirus strains.	Dec. 15, 1966	Dec. 14, 1969	309,117
06-327-2	Ministry of Health	Brachott, D.	Epidemiological and laboratory studies of viral hepatitis	Apr. 29, 1964	Apr. 1, 1970	1,229,787
06-328-2	Israel Institute for Biological Research	Shenberg, Ester, Torten, Michael.	Epidemiological and laboratory investigation on leptospirosis in Israel.	Jan. 8, 1965	Jan. 25, 1970	638,570
06-329-2	Hebrew University, Hadassah Medical School.	Shuval, Hillel I.	Concentration and enumeration of pathogenic viruses in water.	Jan. 10, 1966	Dec. 22, 1970	613,557
06-651-2	Hebrew University	Gabriel, K. R.	Methods of simultaneous statistical inference	Nov. 17, 1967	Nov. 16, 1970	224,754
06-652-2	Central Bureau of Statistics	Peritz, Eric	Length of life and causes of death in a heteroegneous population: Israel 1948-66.	June 5, 1968	June 4, 1971	251,740
06-701-2	Centre for Policy Studies	Baruch, Nissim	Organization of health services in Israel	Dec. 3, 1967	Dec. 2, 1970	211,496
06-801-2	Hebrew University, Hadassah School of Dental Medicine.	Ginsburg, Isaac	Effects of purified streptococcal antigens on tissues	Feb. 12, 1964	Oct. 1, 1969	416,720
06-802-2	Hebrew University, Hadassah Medical School.	Davis, Eli	Familial Rheumatic Fever in Jerusalem	Mar. 1, 1964	Sept. 30, 1969	264,887
06-805-2	do	Czackes, J. W.	To increase knowledge and improve techniques for treatment of chronic renal failure through periodic hemodialysis and renal transplantation.	Aug. 8, 1965	May 31, 1970	994,863
06-806-2	do	Davies, A. Michael	Primary prevention of Rheumatic Fever: A study in Jerusalem school children.	Jan. 31, 1966	Aug. 31, 1971	1,228,735
06-807-2	WIZO Mothercraft Training and Child Care Center.	Mundel, George	The development of a pilot service project to determine methods and tests which may be applied on a wide scale for the early detection of cerebral palsy in Israel.	Aug. 5, 1966	Aug. 4, 1972	685,475
06-809-2	Hadassah Medical Organization	Feinmesser, Moshe	Evaluation methods for detecting hearing impairment in infancy and early childhood.	Aug. 1, 1967	July, 31, 1972	622,120
06-810-2	do	Auerbach, Edgar	Functional amblyopic suppression of images and the influence of light energy on morphological and functional development.	Sept. 20, 1966	Sept. 19, 1969	291,495
06-811-2	do	Navid, Helen	An investigation of cancer of the cervix in Israel	Feb. 7, 1967	Aug. 6, 1969	170,970
06-813-2	Rambam Hospital	Altman, M. M.	A study of the bilingual polyglot aphasiac patient in Israel and the effect of therapy in Hebrew.	Feb. 1, 1967	Jan. 31, 1970	104,465
06-814-2	Israel Institute of Applied Social Research	Antonovsky, Aaron	Social and cultural factors in coronary heart disease; a study of American and Israeli siblings.	Sept. 13, 1966	Apr. 12, 1970	166,235
06-815-2	Tel Hashomer Hospital	Modan, Baruch	A cytogenetic study of polycythemia vera	Mar. 1, 1967	Feb. 28, 1970	196,780
06-816-2	do	Neufeld, Henry	Epidemiological study of congenital cardiovascular defects	Feb. 21, 1968	Feb. 20, 1970	1,492,099
06-817-2	do	Modan, Baruch	Epidemiological study of chronic renal diseases in Israel	Oct. 31, 1967	Dec. 31, 1970	289,650
06-818-2	Hadassah Medical Organization	Kark, Sidney L.	Health survey of a total community in Jerusalem	Feb. 19, 1968	Nov. 18, 1970	1,724,302
06-820-2	do	Rosen, Zvi	Latent and overt diabetes mellitus as etiologic background for acoustic and vestibular disorders.	July. 19, 1968	July, 18, 1971	352,502
06-822-2	Tel Hashomer Hospital	Boichis, Hayim	Pediatric renal disease prevention program	May, 20, 1968	May, 19, 1972	502,150

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, PUBLIC HEALTH SERVICE, CONSUMER PROTECTION AND ENVIRONMENTAL HEALTH SERVICE

06-002-2	Hebrew University, Hadassah Medical School.	Samueloff, Shlomo	Peripheral blood flow studies in people living and working in a hot environment.	May 28, 1967	Dec. 31, 1971	228,400
06-003-3	Tel Hashomer Hospital	Sohar, Ezra	The role of age, sex and ethnic origin in determining heat tolerance.	May 11, 1967	May 10, 1972	238,500
06-004-3	Hebrew University, Hadassah Medical School.	Wassermann, M.	Environmental toxic hazards and body reactivity of workers in a chemical plant in a sub-tropical area.	May 13, 1968	May 12, 1973	700,587
06-005-3	do	Sulman, F. G.	Investigation into the effect and prevention of climatic heat stress.	May 14, 1967	May 13, 1970	164,700
06-006-3	Negev Institute for Arid Zone Research	Cassuto, Yair	Energy metabolism of mammals exposed to low and high ambient temperatures.	July 1, 1968	June 30, 1972	270,336
06-007-3	Tel Hashomer Hospital	Sohar, Ezra	Pathogenesis of heatstroke	July 7, 1968	July 6, 1971	268,643
06-008-3	Sea Fisheries Research Station, Technion.	Gilat, E., Shafrir, H. N.	Kinetics of passage of radioelements through subtropical marine environments and biota influencing the human food chain.	Oct. 1, 1968	Sept. 30, 1970	280,820
06-009-3	Tel Hashomer Hospital	Modan, Baruch	Late effect of scalp X-irradiation	May 14, 1968	May 13, 1971	922,530
06-010-3	Hadassah Medical Organization	Makin, Myer, Menczel, Jacob, Robin, Gordon.	Osteoporosis, fractures and ethnic groups in Israel	Jan. 10, 1967	Jan. 9, 1972	1,050,000
06-011-3	Tel Hashomer Hospital	Kellermann, Jan J., Kariv, I., Wortreich, B.	Evaluation of cardiac patients for motor vehicle driving	Apr. 28, 1968	Apr. 27, 1973	618,629

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, PUBLIC HEALTH SERVICE, NATIONAL INSTITITUTE OF HEALTH (REGULAR FUNDS)

TW-257	Technion	Shalitin, Channa	Studies on the regulation of phage T4 development	Mar. 1, 1967	Feb. 28, 1970	25,000
TW-260	Weizmann Institute	Daniel, Violet	Isolation of DNA sequences complementary to T-RNA	Apr. 1, 1967	Mar. 31, 1970	25,000
TW-286	Haddasah Medical Organization	Ben-Hur, Nahum	Effects of malig neo upon immunogenicity of normal host tissues.	June 1, 1967	May 31, 1970	245,525
TW-301	do	Davidson, Joseph T.	Effect of pulmonary micro-emboli on lung function	May 1, 1967	Apr. 30, 1970	25,000
NB-2967	Hebrew University	Gatt, Shimon	Metabolism of sphinglipids and C24 fatty acids	Apr. 1, 1967	Mar. 31, 1970	313,528
AI-3528	Weizmann Institute	Sharon, Nathan	The 6-deoxyhexosamines of bacillus licheniformis	Sept. 1, 1964	Aug. 31, 1969	318,245
HE-4520	Donolo Government Hospital	Brunner, Daniel	Diet, work and ethnic factors in vascular disease	June 1, 1969	May 31, 1971	54,950
AM-5098	Weizmann Institute	Patchornik, Abraham	Nonenzymatic modifications and cleavages	Sept. 1, 1964	Aug. 31, 1970	682,600
AM-5701	do	Simon, Ernst	Insulin blockade as a tool in endocrine physiology	Aug. 1, 1966	July 31, 1969	185,405
AI-7464	Israel Institute for Biological Research	Ben-Gurion, Renana	Biosynthesis of animal RNA virus in e coli	June 1, 1967	May 31, 1970	216,965
AI-7711	Hebrew University, Hadassah Medical School.	Feldman-Muhsam, B.	Systematics and reproduction of acari	Mar. 1, 1967	Feb. 28, 1970	183,091
AI-8100	do	Zuckerman, Avivah	Antigenic analysis of plasmodia	Sept. 1, 1967	Aug. 31, 1970	256,725
AM-8464	Weizmann Institute	Katchalski, Ephraim	Side chain interactions in synthetic polyamino acids	June 1, 1964	Oct. 31, 1969	334,810
GM-8608	do	Traub, Wolfie	X-ray studies of polypeptides and nucleic acids	June 1, 1965	Aug. 31, 1969	371,490
AM-9272	Tel Hashomer Hospital	Sohar, Ezra	Metabolic basis of genetic and other amyloidoses	Mar. 1, 1965	Feb. 28, 1971	650,183
HE-10610	Hebrew University	Low, William	Electron spin resonance on haemoglobin	June 1, 1967	May 31, 1970	175,375
AM-10740	Weizmann Institute	Elad, Dov	Photoaklylation of amino acids and peptides	Oct. 1, 1966	Sept. 30, 1969	236,200
AM-10753	Hebrew University, Hadassah Medical School.	Seijffers, Max J.	The significance of multiplicity of human pepsinogens	do	Nov. 30, 1969	213,563
MH-13180	do	Mechoulam, Raphael	Marihuana constituents	Mar. 1, 1967	Apr. 30, 1972	424,495

TABLE IV—Continued

CURRENTLY ACTIVE U.S. GOVERNMENT RESEARCH GRANTS/CONTRACTS IN ISRAEL—Continued

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, SOCIAL AND REHABILITATION SERVICE

Grant/contract No.	Institution	Principal investigator(s)	Title	Duration		Total amount (IL)
				Start	End	
SRS-ISR-6-61	Hadassah Medical Organization	Magora, Alexander, Sagher, F.	Electrodiagnostic study of Hansen's disease	May, 1, 1961	Oct. 31, 1969	615, 199
SRS-ISR-13-64	Ministry of Social Welfare	Chevion, Dov	Research and demonstration project on rehabilitation of blind, partially sighted and otherwise handicapped persons as Data Processing Machine Operators.	Sept. 1, 1963	Dec. 31, 1969	850, 606
SRS-CB-Israel-17	Rothschild Hospital	Winter, Simon	Cytogenetic and dermatoglyphic studies of severe inherited deafness in childhood	Jan. 20, 1966	do	65, 480
SRS-CB-Israel-19-62	do	Winter, Simon, Mainzer William.	Study of hospitalization of young Haifa children	Jan. 1, 1968	Apr. 1, 1970	58, 500
SRS-Israel-20-66	Hebrew University	Feitelson, Dina	Effects of heterogeneous grouping and compensatory measures on culturally disadvantaged preschool children.	July, 8, 1966	do	290, 000
SRS-IRS-21-62	Donolo Hospital	Brunner, Daniel	Influence of body activity on the physical and vocational rehabilitation of coronary patients.	Mar. 1, 1962	Apr. 1, 1971	579, 385
SRS-CB-Israel-23	Tel Hashomer Hospital	Cohen, Bernard, Szeinberg, Arieh.	Metabolic and genetic investigation of mental retardation in Israel.	Feb. 2, 1967	Feb. 1, 1970	752, 559
SRS-ISR-26-65	Ministry of Social Welfare	Spanier, Z'ev	Influence of group psychotherapy on work adjustment of delinquent adolescents.	Dec. 15, 1964	Dec. 14, 1969	236, 150
SRS-ISR-30-67	Hadassah Medical Organization	Magora, A., Robin, G.	Investigation of new concepts and methods in the rehabilitation of stroke patients.	Sept. 1, 1966	Jan. 31, 1970	373, 000
SRS-ISR-31-67	Hebrew University	Shapira, Monica	Investigation of the effects of training of functioning of interdisciplinary rehabilitation teams.	Dec. 15, 1966	Dec. 14, 1970	448, 343
SRS-ISR-32-67	do	Schlesinger, I. M.	Investigation of the potentialities of visual communication systems for the rehabilitation of the deaf.	Apr. 1, 1967	Sept. 31, 1970	230, 029
SRS-ISR-34-68	Hadassah Medical Organization	Robin, Gordon C.	Mechancial studies and the application of plastic materials in orthotics.	Aug. 15, 1967	Dec. 31, 1969	363, 900
SRS-ISR-35-68	ILAN, Israel Foundation for Handicapped Children.	Axer, A.	Investigation of the rehabilitation problems associated with the disability resulting from Legg-Calve-Perthes' disease.	Jan. 31, 1968	Jan. 30, 1971	305, 600
SRS-ISR-36-68	Israel Institute of Applied Social Research.	Spivak, Mark	Effectiveness of a comprehensive psychiatric rehabilitation program conducted in a half-way house for former hospitalized mental patients.	Feb. 15, 1968	Feb. 14, 1971	342, 846

DEPARTMENT OF THE INTERIOR, FEDERAL WATER POLLUTION CONTROL ADMINISTRATION

Grant/contract No.	Institution	Principal investigator(s)	Title	Start	End	Total amount (IL)
	Technion	Kott, Yehuda	Coliphages as virus indicators in water and wastewater	Apr. 1, 1969	Mar. 31, 1972	305, 500
	Hebrew University, Hadassah Medical School.	Shuval, Hillel I., Goldblum, Naten.	The detection and inactivation of enteric viruses in waste water.	do	Mar. 31, 1974	2, 095, 460

DEPARTMENT OF THE INTERIOR, OFFICE OF SALINE WATER

14-01-0001-961	Weizmann Institute	Kedem, Ora, Vofsi, D.	Studies on desalination of water by hyperfiltration	June 30, 1968	June 29, 1970	224, 000
14-01-0001-1706	Hydronautics, Inc.	Bloch, Rene	The mechanism for formation of a skinned type membrane	Dec. 1, 1967	July 31, 1969	156, 713
14-01-0001-1727	do	do	Hydroforming reverse osmosis membranes and a desalting module based on the hydroforming process.	Mar. 1, 1968	Oct. 31, 1969	558, 842
14-01-0001-1734	Negev Institute for Arid Zone Research	De Korosy, Francis	Elucidation of factors responsible for membrane fouling and studies on new or modified electrodialysis membr nes.	June 17, 1968	Apr. 3, 1970	174, 598
14-01-0001-1788	Hebrew University	Ilani, A.	Ion discrimination by hydrophovic membranes	Apr. 1, 1968	Mar. 31, 1970	1, 166, 700

NATIONAL SCIENCE FOUNDATION

NSF-C503	Israel Program for Scientific Translations.	Levi, Yitzhak	Translation into English and printing in English scientific and technical journals, articles, books, monograp s and abstracts from Russian and other languages; comp lation of bibliographies and preparation of abstracts fro Rus- sian and other languages; and performance of other mutually agreed related tasks.	Jan. 1, 1967	June 30, 1970	9, 777, 863

DEPARTMENT OF THE INTERIOR, FEDERAL WATER POLLUTION CONTROL ADMINISTRATION

SMITHSONIAN INSTITUTION

SFCP-38	University of Missouri	Weinberg, Gladys D.	Investigation of ancient Phoenician glass manufacturing sites in Israel.	July 1, 1967	June 30, 1970	54, 425
SFCP-39	do	Weinberg, Saul	Excavations at Tel Anafa (Shamir)	Oct. 1, 1967	Sept. 30, 1969	220, 500
SFC-7-0057	National Physical Laboratory	Tabor, Harry Z.	Measurement of daily and seasonal variation in spectral quality of solar radiation.	Mar. 1, 1967	Oct. 15, 1972	766, 087
SFC-7-0074	State University of New York	Slobodkin, Lawrence B.	A study of the Eilat coral reef	Sept. 15, 1968	Sept. 14, 1970	58, 163
SFC-8-7006	Smithsonian Astrophysical Observatory	Lecar, Myron	A study of collective behavior of self-gravitating systems	Sept. 15, 1967	Sept. 14, 1969	212, 310
1362	Hebrew University	Kadman, S., Lecar, Myron	Construction of Stellar Models Evolving Stars	Sept. 10, 1968	Sept. 14, 1970	134, 645
5142	Texas Technological College	Proctor, Vernon W.	Further experimental and cytotaxonomic studies of Chara	Mar. 1, 1969	Dec. 30, 1970	30, 275
5643	Carnegie Museum	Swauger, James A.	Excavations of a Philistine City at Ashdod	Apr. 1, 1969	Jan. 31, 1970	176, 396
5746	University of Arizona	Jelinek, Arthur J.	A program for research and training in prehistoric archeology in Israel: Excavations at the site of Tabun.	do	Mar. 31, 1970	70, 000
6434	American Schools of Oriental Research	Wright, G. Ernest	Archeological activity of the American Schools of Oriental Research, 1969.	May 1, 1969	Apr. 30, 1970	175, 000
7177	The Jerusalem School of Archaeology, Hebrew Union College.	Steinberg, Paul, Glueck, Nelson	Excavations of an archeological site at Gezer	July 1, 1969	June 30, 1970	499, 940
7235	Smithsonian Research Foundation	Watson, George	Bird banding and avifaunal survey in Israel	July 1, 1969	June 30, 1970	28, 00
7290	Hebrew University	Aron, William, Steinitz, Heinz	Biota of the Red Sea and the Eastern Mediterranean	Aug. 1, 1969	July 31, 1970	162, 410 9

APPENDIX 2.—PUBLIC LAW 480 EDUCATION RESEARCH PROJECTS IN ISRAEL (Continuing)[1]

Title	Project director and institution	Amount of Office of Education support	Dates of project
1. The Identification of Intelligent and Creative Students From Culturally Deprived Homes.	Dr. Moshe Smilansky, Henrietta Szold Institute.	$53,481	Oct. 1, 1963, to June 30, 1970.
2. Role of Readiness, Enriched Experience, and Manipulatory Activities in the Instruction of Mathematics.	Dr. Abraham Minkowich, Hebrew University.	32,382	Sept. 1, 1964, to Dec. 31, 1969.[2]
3. Physiological Maturation and the Development of Formal Thought in Adolescence.	Dr. Reuven Kohen-Raz, Hebrew University.	31,048	July 1, 1966, to Sept. 30, 1969.[2]
4. Demands of Modern Technology as Reflected on the Trends and Training in Vocational Schools.	Rina Doron and Dr. Levin, Henrietta Szold Institute.	40,298	July 1, 1966, to June 30, 1969.[2]
Total		157,209	

[1] Abstracts of all continuing projects attached.

[2] Office of Education awaiting final report.

ABSTRACTS

B1.—THE IDENTIFICATION OF INTELLIGENT AND CREATIVE STUDENTS FROM CULTURALLY DEPRIVED HOMES

Project Director: Moshe Smilansky.
Institution: The Henrietta Szold Institute.
City/Country: Jerusalem, Israel.
Duration of Project: October 1, 1963-June 30, 1970.
Amount of Office of Education Support: $53,481.

Purpose

The objectives of the project are (1) to construct a battery of diagnostic tools designed to identify potentially intelligent and creative students from culturally deprived homes at the stage of transfer from elementary to secondary education, (2) to conduct a 4-year follow-up study of study of students selected with the aid of a/m tools, and placed in special enrichment programs, both in day schools and boarding institutions of academic, vocational, and preparatory teacher-training types, (3) to conduct a parallel follow-up study of students with similar abilities and socio-cultural background, who were not selected for special care, and of students with similar abilities but from different background.

Methodology

The construction and validation of tools and the observation of educational processes will be carried on simultneously. A diagnostic battery will be prepared and utilized on a sample of about 3,000 eighth grade pupils chosen as potential candidates because of their teachers' recommendations, or school marks, or the results of the National eighth-grade survey of the Ministry of Education, or their own perception of their potentialities. Also, tools will be designed to evaluate the processes of adjustment and acculturation of the 14 year olds in schools boarding homes, and family, during the period of their secondary school education. Areas of rating will include behavior patterns in selected areas (as evaluated by teachers, instructors, friends, and the child himself) and values as expressed in attitudes towards various social and cultural problems.

Contribution to education

As a consequence of mass immigration into Israel of people from underdeveloped countries in the Middle East, the percentage of children from culturally deprived homes in elementary schools is about 50%. Owing to the higher birth rate in these sections of the population, it is estimated that the number of such pupils will rise in the next few years and account for over 60% of the total elementary school population. On the other hand, the percentage of these children in secondary academic schools is only 20%, and in higher education, 5%. For Israel therefore, this project has the immediate practical importance of:

(a) creating new tools for the identification of potential talent from the large culturally deprived groups which are very inadequately represented in higher education and intellectual leadership; and,

(b) aiding evaluation of experimental programs and suggesting new approaches for the benefit of the above-mentioned group.

To the administrators and educators of other countries the findings of the project may be important in their general theoretical implications and as comparative case material that can be utilized in educational planning and the administration of programs in related areas.

B 2.—The Role of Readiness, Enriched Experience, and Manipulatory Activities in the Instruction of Mathematics

Project Director: Abraham Minkowich.
Institution: The Hebrew University.
City/Country: Jersusalem, Israel.
Duration of Project: September 1, 1964–December 31, 1969.
Amount of Office of Education Support: $32,382.

Purpose:

The five primary objectives of the project are (1) to construct and standardize a Readiness Test comprising elementary skills and concepts which are belived to be present in the normal child at school age (2) to investigate the relationships between readiness, intelligence, and socio-cultural background and their impact upon the child's progress in arithmetic (3) to ascertain the influence of systematic guidance and supervison of teachers upon the effectiveness of their arithmetic instruction (4) to intensively observe and evaluate two teaching methods (the "Cuisenaire—Gattegno Method" and one developed in this study based upon the developmental theory of Piaget) which will be comparable in their purposeful and systematic effort to develop mathematical concepts and reasoning through problem solving and manipulatory activities with concrete materials but which will differ in the types of problems and materials used and the concepts emphasized, and (5) to test the appropriateness of each of the two approaches for children with different degrees of readiness and intelligence as well as with varying socio-cultural backgrounds.

Methodology

An extensive study of the current method of teaching mathematics in Israeli schools and the two methods mentioned above will be conducted on 60–70 classes (approximately 3,000 pupils) during two years, starting at the beginning of the first grade. Two groups of schools will be chosen: Group "A" will constitute a pupil-population with a normal socio-cultural background (parents from European countries); Group "B" will be drawn from immigrant settlements with children of parents from underdeveloped countries. The two groups will each be equally subdivided into two experimental groups to test the "Cuisenaire-Gattegno Method" and the "Enrichment Method" and one control group. Systematic guidance of the teachers and observation of the classes will be provided. The following types of data will be gathered: (1) readiness scores in arithmetics (2) I.Q. Scores (3) method of teaching arithmetics (4) socio-cultural backgrounds of parents (5) evaluation of teachers and classes by observers (6) achievement scores in skills and comprehension (7) results of replicated experiments in the six groups assigned for intensive study. The data will be analyzed by Interaction Variance techniques.

Contribution to education

It is believed that the present study, if carried out successfully, will result in theoretical as well as practical contributions to elementary education in general—and to education in culturally deprived communities in particular.

B 3.—Physiological Maturation and the Development of Formal Thought at Adolesecence

Project Director: Reuven Kohen-Raz.
Institution: The Hebrew University.
City/Country: Jerusalem, Israel.
Duration of Project: July 1, 1966–September 30, 1969.
Amount of Office of Education Support: $31,048.

Purpose

To investigate the relationship between physiological maturation and the development of formal thought, testing the assumption that the decisive phases in development of formal thought occur at the threshold of adolescence.

Contribution to education

If it can be proved that relationship exists and its timing, education measures to foster intellectual development of culturally deprived populations can be more efficiently timed and programed at optional periods of higher mental development.

Selection procedures in different streams and types of education could be rendered more valid by including measures of physiological maturation and organism age.

Methodology

Three age groups (9–14 years) of both sexes, 40 students each for total of 240 will be investigated for 14 months for physiological and formal thought development. Hypothesis will be tested by analysis of variance, as physiological and formal thought changes occur.

B.4—Demands of Modern Technology as Reflected on the Trends and Training in Vocational Schools.

Project Director: Rina Doron and Dr. Levin.
Institution: The Henrietta Szold Institute.
Duration of Project: July 1, 1966–June 30, 1969.
Amount of Office of Education Support: $40,298.

Purpose

To assess the predicted demands of industry on (1) the professional manpower structure and its effects on vocational training (2) the preferred type of training for various classes of vocations (3) the aspects of vocational training curricula which need to be stressed or changed.

Contribution to education

To modify vocational training so that graduates of vocational schools will be flexible enough to adapt themselves to technological changes.

Methodology

(1) Preparing instruments to gain information required by research consulting experts in industry; (2) classifying jobs according to kind of education required; (3) collecting information about training needed for each "group" of jobs including type and level of curricula needed; (4) interviews with industrial administrators and engineers will be carried out.

PUBLIC LAW 480 EDUCATION RESEARCH PROJECTS IN ISRAEL (COMPLETED)[1]

Title of report	Project director/institution	Amount of Office of Education support	Dates of project
1. A battery of tests on general educational development for postelementary schools.	Yoseph Levin, Henrietta Szold Institute.	$21,786	Oct. 1, 1963, to Sept. 30, 1966.
2. The improvement of written expression and composition in the mother tongue.	Zvi Adar, Hebrew University	25,317	Sept. 1, 1963 to Aug. 30, 1966.
3. The identity and culture values of high school pupils in Israel.	Simon N. Herman, Hebrew University.	43,483	Sept. 1, 1963 to July 31, 1967.
4. Development of diagnostic analytical and mechanical ability tests through facet design and analysis.	Louis Guttman, Israel Institute of Applied Social Research.	25,666	Nov. 1, 1963 to Apr. 30, 1966.
5. The development and uses evaluation of self-instructional programs in Israel.	Paul Jacobs, Henrietta Szold Institute.	44,961	Oct. 1, 1963, to Sept. 30, 1965.
6. Study of biology teaching and the prospect of adaptation of the BSCS program for high school.	Alexander Barash, Ministry of Education and Culture.	15,000	July 1, 1964, to June 30, 1965.
7. A proposal for a master plan for research of the sociological aspect of education in Israel.	Samuel N. Eisenstadt, Hebrew University.	4,833	Do
8. Diagnostic effectiveness of facet designed tests	Louis Guttman, Henrietta Szold Institute.	9,833	Sept. 1, 1964, to Aug. 30, 1965.
9. Preparation of teachers for vocational-technical schools in Israel.	Haim Hanani, Technion Research and Development Foundation.	9,793	Oct. 1, 1964, to Sept. 30, 1968.
10. Schoolchildren's games	Rivka Eiferman, Hebrew University.	60,428	Apr. 1, 1964, to Dec. 12, 1967.
11. Impact of education on career expectation and mobility.	Joseph Ben-David, Hebrew University.	30,850	Oct. 1, 1964, to Mar. 31, 1968.
12. Some problems of educating a national minority	Samuel N. Eisenstadt, Yochanan Peres, Hebrew University.	23,156	Oct. 1, 1965, to Sept. 30, 1968.
Total		315,106	

[1] Abstracts of all completed projects attached

ABSTRACTS

A1.—CONSTRUCTION OF A SET OF INSTRUMENTS IN ORDER TO ASSESS ACHIEVEMENTS, APTITUDES, AND ATTITUDES OF STUDENTS IN POST-ELEMENTARY SCHOOLS IN ISRAEL (TITLE OF FINAL REPORT: A BATTERY OF TESTS ON GENERAL EDUCATIONAL DEVELOPMENT FOR POST-ELEMENTARY SCHOOLS)

Project Director: Yoseph Levin.
Institution: The Henrietta Szold Institute.
City/Country: Jerusalem, Israel.
Duration of Project: October 1, 1963–September 30, 1966.
Amount of Office of Education Support: $21,786.

Purpose

There are three main objectives:

(1) Improving the reliability and validity of the examinations now in use;
(2) Developing new instruments for assessing aptitudes and achievements;
(3) Improving teachers' assessments of students' achievements and general development.

All these are needed for improving curriculum mehtods of instruction and guidance both during secondary education, and for subsequent choice of a career.

Contribution to education

Several researches conducted recently in Israel point to the urgent necessity of improving methods of evaluation now in use in post-elementary schools. The rigid system of examinations now in use prefer some achievements over others, and are constructed with homogenous requirements so that only a certain type of the population is capable of passing them. It is hoped that the assessing instruments to be developed will pay more attention to the fundamental aims of the curriculum and test skills rather than memorized facts. New tests, or the improved reliability of existing tests will greatly aid in the assessment of a student's true achievement.

Methodology

Two groups of students will be selected. The first group, who will be in 10th grade on 1964–65 will be rated by achievement tests in Hebrew language and mathematics, a scholastic aptitude test, and teachers' assessments. These students were tested in the eighth grade survey tests, filled in a personal interest questionnaire, took a battery of tests in language, mathematics, English, and intelligence. The second group, in 12th grade in 1964–65, were tested in 8th grade as well, and will be rated by attainments in their final examinations, a scholastic aptitude test, and teachers' assessments.

The information thus gathered will relate to the degee of validity and reliability of achievement tests, graded as the difficulty objective, closed and half-closed. Another criterion to examine the value of these tests will be their efficiency in giving the students consultation in various stages of post-elementary education.

A 2.—IMPROVEMENT OF WRITTEN EXPRESSION AND COMPOSITION IN THE MOTHER TONGUE

Project Director: Zvi Adar.
Institution: The Hebrew University.
City/Country: Jerusalem, Israel.
Duration of Project: September 1, 1963–August 30, 1966.
Amount of Office of Education Support: $25,317.

Purpose

The objectives are the analysis of current uses and misuse of written expression in the mother tongue and the cataloging of widespread errors; and the exploration of the possibility of methodical teaching of composition and the use of language with the aim of correcting the above-mentioned mistakes and errors. Through the testing of resulting methods, the researchers hope to ascertain the appropriate sequence of the teaching of various parts of the program, and to assess the influence of other factors such as IQ, background, mother tongue, etc.

Contribution to education

It is hoped that the results of the research will give an insight into the sofar unexplored problems of the teaching of written expression, and will aid in the establishment of useful methods and procedures of teaching. The investigation may give an insight into the possible influence of such methods on the progress in other subjects, especially in the arts. Although the problems of written expression in the Hebrew language are certainly most specific, some understanding of the general problems relating to other languages as well may result.

Methodology

Twenty groups of 20 students each from grades 9–11 will be chosen. These groups will vary as to type of school, country of origin, IQ, cultural background, and language spoken at home. Booklets of exercises for pupils of experimental classes being developed, and accompanied by directory for teachers, will be distributed. Teachers of experimental classes will be given special instructions. Research personnel will visit classes for observation and for the guidance of teachers. Questionnaires concerning teaching procedure evaluation of experimental methods and material will be filled out by teachers at the end of the first year. Data on IQ based on special tests, years in Israel, language spoken at home, methods of teaching composition, analysis of composition samples, and cultural background will be collected and analyzed by Analysis of Interaction Variance techniques.

A 3.—IDENTITY AND CULTURAL VALUES OF HIGH SCHOOL PUPILS IN ISRAEL

Project Director: Simon N. Herman.
Institution: The Hebrew University.
City/Country: Jerusalem, Israel.
Duration of Project: September 1, 1963—July 31, 1967.
Amount of Office of Education Support: $43,483.

Purpose

The project's objectives are (1) to ascertain the essential facts about the cultural-national identity of Israel's high-school youth, so as to provide a realistic basis for any desired action; and, (2) to obtain an understanding of the process of identity formation so as to provide guidelines for the development of an effective educational program.

Contribution to education

The problem of identity seems crucial to developing communities everywhere (and indeed also to more stabilized communities receiving an influx of new immigrants). This study hopes to answer the question of how a common identity can be developed in a population of varied composition—a cultural identity which allows for a diversity of background and outlook, which flows out of, and receives its dynamic impetus from, the traditions of the past, which does not necessarily militate against segmental loyalties but integrates them into and subordinates them to the broader common loyalties.

Methodology

The study will center around the attitudes of high-school pupils but will also concern itself with the attitudes of their parents and teachers. The data will be gathered in the following ways; (a) a preliminary questionnaire as part of a pilot study with about 150 high school and university students for the clearer definition of the relevant variables of the study and the refinement of the questionnaire, (b) an attitude questionnaire (open-end and closed questions to a sample of almost 2,000 high school pupils in selected urban and rural areas, including kibbutzim and immigrant settlements, (c) a similar questionnaire to the parents of a subsample of these pupils, (d) a questionnaire to the teachers of the relevant subjects in the classes investigated, (e) life history documents prepared by a subsample of the students tracing the development of their attitudes on relevant issues, (f) detailed interviews with a limited number of pupils and their parents, (g) a content analysis of texts used in teaching history and contemporary events in Israel.

A4.—DEVELOPMENT OF DIAGNOSTIC ANALYTICAL AND MECHANICAL ABILITY TESTS THROUGH FACET DESIGN AND ANALYSIS

Project Director: Louis Guttman.
Institution: The Israel Institute of Applied Social Research.
City/Country: Jerusalem, Israel.
Duration of Project: November 1, 1963—April 30, 1966.
Amount of Office of Education Support: $25,666.

Purpose

The aim of the proposed project is to develop a new tool for guidance in the school system and for working youth. More discriminating measuring tools are required for further research into the relationship of general intelligence and mechanical aptitute and the degree of each required for success in vocational training. For this purpose it is proposed to develop two test batteries; one a battery of tests of analytic intelligence based on a facet design; and the other of mechanical comprehension, the construction of which will also be based on an appropriate facet design.

Contribution to education

By means of these two batteries one would be able to examine such questions, as to whether the practice is justified of referring to vocational schools those students who are less successful in "academic" subjects. It will be possible to ascertain the requirements in terms of analytic intelligence on the one hand and of mechanical aptitude on the other, for different subjects of vocational training. Furthermore, the diagnosis of high analytic intelligence, holding promise for advanced academic training, will be made possible.

Methodology

(a) Construction of tests—will consist in the refining of definitions and developing additional tests. (b) Administration and Analysis. Samples of 200 subjects will be drawn from the 3rd, 6th, 7th, 9th and 11th grades. Half of the subjects from 9th and 11th grades will be drawn from vocational high schools and the other half from other high schools. Thus, some evidence of external validity of the mechanical comprehension tests can be obtained. The administration of these tests will be carried out in collaboration with the Ministry of Education. The tests will be given to another 300 subjects who are working in different vocations and not enrolled in high schools. The data will be punched on our cards and processed at our Institute. The subtests will be examined for scalability and the intercorrelation matrix will be analysed with a view of revealing the underlying structure. (c) Revision of tests. This phase will consist in an evaluation and revision of the tests in the light of the above analyses. The revised version of the tests will have to be tried out again and analysed in the above fashion.

A 5.—ADAPTATION OF PROGRAMMED LEARNING MATERIALS FOR DIFFERENT SCHOOL SYSTEMS (TITLE OF FINAL REPORT: THE DEVELOPMENT AND USES EVALUATION OF SELF-INSTRUCTIONAL PROGRAMS IN ISRAEL)

Project Director: Paul Jacobs.
Institution: The Henrietta Szold Institute.
City/Country: Jerusalem, Israel.
Duration of Project: October 1, 1963–September 30, 1965.
Amount of Office of Education Support: $44,961.

Purpose

Improvement of instruction in different types of post-elementary schools (college-preparatory, vocational, agricultural, etc.) on different levels by using the programming method.

Contribution to education

The Israeli factors dealing with the education and teaching of adolescent youth have always been comcerned with the problem of improving methods of teaching in post-elementary schools. When they heard of the method of programmed learning, they became interested in establishing it in Israel, so as to make secondary education more efficient. The insights gained from this research should benefit the students of secondary education in Israel.

Methodology

The experimental and control groups will total about 2000 students from different types of post-elementary college-schools. The project will be conducted in mathematics and English. At the beginning of the project a set of tests will be given to the whole population of the experiment and control. It will include a battery of standardized tests in language, vocabulary, mathematics and English, and a set of intellectual aptitude tests. The aim of these tests will be to determine the standard of ability and knowledge of the experimental and control groups. The adapted material will be introduced in the experimental classes, and having studied each stage for a few weeks, these classes will be tested as to achievement, and evaluated for the purposes of comparison and criticism of the method, the instruction, the material, etc. Achievement tests will be given at the end of the year to measure the standard of achievement of the classes which were taking part in the experiment as against the same courses among the control-classes which were studying according to the traditional method. This test will be also compared with the test given to these students at the beginning of the project.

A 6.—STUDY OF BIOLOGY TEACHING AND THE PROSPECT OF ADAPTATION OF THE BSCS PROGRAM FOR HIGH SCHOOLS IN ISRAEL

Project Director: Alexander Barash.
Institution: Ministry of Education and Culture.
City/Country: Jerusalem, Israel.
Duration of Project: July 1, 1964–June 30, 1966.
Amount of office of Education Support: $15,000.

Purpose

The objectives are to study the historical and social background of biology teaching, and its trends in the Israeli schools, and to study the curricula of the various high schools in Israel; to inqure into the aims and methods of biology teaching in high schools in other countries, to study the suggested changes in order to adapt biology teaching to local conditions, and to study the B.S.C.S. program in particular with a view to adapting it to schools in Israel, and the feasibility of using this program to improve the teaching of biology in Israel.

Contribution to education:

The rapid development of the biological sciences in modern times has far outdistanced the methods and achievements of its teaching, with the following results:

(1) institutions of higher learning suffer from a lack of suitably prepared matriculants among their applicants;

(2) students who discontinue their studies of the biological sciences after leaving high school lag far behind the demands of modern life on civilized man;

(3) in Israel the biological sciences have a special significance, both for the development of agriculture, and for the general education of young people.

Suggestions for improvement have been proposed by teachers in schools and universities. Reform, however, must be based on detailed investigation into the objectives. This has not yet been done.

Methodology:

There are two methods of approach:

(1) Inquiry into existing practices in Israel by questionnaires to teachers to determine curricula, methods, and conditions of work, and inviting suggestions for improvement; achievement tests; questionnaires to teachers in institutions of higher learning to determine preparedness of matriculants for further study.

(2) study of improved methods in other countries, and of the B.S.C.S. program in particular through comparison of curricula and textbooks of other countries; detailed study of B.S.C.S. program and the adaptations required for its use in Israel; preparation of experimental texts to be tried out in selected schools.

A 7.—A PROPOSAL FOR A MASTER PLAN FOR RESEARCH OF THE SOCIOLOGICAL ASPECTS OF EDUCATION IN ISRAEL

Project Director: Samuel N. Eisenstadt.
Institution: The Hebrew University.
City/Country: Jerusalem, Israel.
Duration of Project: July 1, 1964—June 30, 1965.
Amount of Office of Education Support: $4,833.

Purpose

The egalitarian Israeli society is being forced to establish special educational frameworks and methods for children of lower social strata since they fail to respond to the "classical" educational frameworks. The question is not only whether these new frameworks will create barriers between the different ethnic groups but also whether they will offer the expected possibilities for fast mobility. For these reasons it is proposed:

(1) The investigation of the ideological and structural changes of Aliyat Hanoar ("Youth Aliyah") and the differential educational efficiency of both

old and new frameworks—in terms of their formal educational achievements, their role in selection and the students' identification with the symbols and ideals of the organization.

(2) An investigation of kibbutz education and its major changes, mainly in the adolescent age groups.

The intensive educational treatment of exceptionally gifted students among the oriental Jewish groups on the other hand raises the questions of both the possibility of creating alienated elites, as well as the problem of whether a social and cultural gap between the occidentals and gifted orientals, and the majority of the orientals will be strengthened. It is therefore suggested:

(1) An investigation into a number of newly established educational frameworks which were designed mainly or exclusively for young people of oriental origin, in order to determine the success of such frameworks in imparting Israeli culture and their role in the selection of these youngsters into social positions.

(2) An investigation of the educational processes of the exceptionally gifted youths of oriental origin in terms of a) the general social images they develop, b) their orientation towards their group of origin, as well as c) their success after the completion of school.

Contribution to education

With the growth of research activities in the field of education in Israel, it has been found that a systematic survey of trends and activities in the various fields is called for. It is felt that such a survey would also be of value to other societies in a similar stage of development. The problem of the concept of egalitarianism in education versus education as a means of social selection seems to be of special interest to other developing countries. In many of these countries, the seemingly egalitarian education (of little differentiation and educational alternatives) leaves considerable parts of the youth too advanced to return to traditional roles, but without adequate preparation to be absorbed into meaningful roles. Israel could furnish a number of cases for the study of institutionalization of educational fields, the nature of which in the past has been voluntary. The problem is theoretically relevant to developing countries and to the educational histories of other societies.

Methodology

The relevant data will be gathered in the following ways:

(a) analysis of all existing literature
(b) analysis of all relevant statistical data
(c) field trips—systematic observation of the educational activities in the various fields, and focused interviews with the leading educators in these fields
(d) report

A8—THE ANALYSIS OF DIAGNOSTIC EFFECTIVENESS OF A FACET DESIGN BATTERY OF ACHIEVEMENT AND ANALYTICAL ABILITY TESTS

Project Director: Louis Guttman.
Institution: The Henrietta Szold Institute.
City/Country: Jerusalem, Israel.
Duration of Project: September 1, 1964–August 30, 1965.
Amount of Office of Education Support: $9,833.

Purpose

The purpose of the present proposal is to make a deeper and more fundamental analysis of the internal structures of the specially designed battery of diagnostic and intelligence tests administered in 1962 by the Ministry of Education to a large nation-wide sample of school children in grades 2, 4, 6, and 8, in order to study their diagnostic properties with respect to the abilities for which they have been designed. In particular, the hypothesis will be tested that there exist stages of development of achievement within each area, in the sense of a certain type of multivariate distribution between subtests. Furthermore, the hypothesis will be tested that certain kinds of systematic difficulties exist, which are diagnosable by special facet design of distractors. Finally, the structure of the interrelations between achievement tests and analytical ability tests will be examined.

Contribution to education

Revealing what are and what are not developmental stages in the learning process may have important repercussions on teaching methods, and certainly for the diagnosis of difficulties for individual pupils. Also, it will aid in the understanding of what is the structure of the interrelations between different concepts that a child is capable of grasping simultaneously. What is involved here is a principle test of construction, which is transferrable from culture to culture, even though no test per se need be transferrable.

Methodology

The data to be analysed have already been gathered for the Ministry of Education for immediate administrative purposes of the Ministry. The present proposal is to go more deeply into these data in order to take fuller advantage of the test design to obtain fundamental knowledge about the educational process. The present proposal is to transfer all the data to punch cards, and to make the necessary tabulations on the complete data of the interrelations among tests and subtests needed for the desired diagnostic structural analysis. No new field work is needed, but only data processing. All the data processing will be done with the facilities of the Israel Institute of Applied Social Research.

A 9.—PREPARATION OF TEACHERS FOR VOCATIONAL AND TECHNICAL SCHOOLS IN ISRAEL

Project Director: Haim Hanani.
Institution: The Technion Research and Development Foundation, Ltd.
City/Country: Haifa, Israel.
Duration of Project: October 1, 1964—September 30, 1968.
Amount of Office of Education Support: $9,793.

Purpose

There presently is no institution in Israel for the training of teachers for technical and vocational schools. In view of the planned industrial development, this is a serious lack. The Technion Research and Development Foundation, Ltd., would seem to be the natural institution for providing this service, but a study of appropriate curricula for training such teachers is of primary concern.

Methodology

A review of the present curricula and teaching methods in approximately 5–6 vocational schools in Israel will be made. A study of curricula in the vocational schools of several foreign countries will also be conducted. The relationships between the training of the present teachers and the achievement of students will be examined. The extent of practical workshop experience and laboratory work given students will be noted and related to achievement levels. An experiment using teachers of different training with matched classes will be conducted during the second year of the project.

Contribution to education

An investigation made by the Ministry of Labor, Ministry of Education, and Ministry of Commerce and Industry has shown that one of the most important problems in Israel's industry is the training of technicians. There is no institute in Israel to prepare teachers and instructors for technical schools, and usually high school teachers are in charge of the theoretical subjects, and engineers in charge of the technical subjects. The only institute in Israel which has the possibility of preparing teachers for vocational schools and technical colleges is the Technion—Israel Institute of Technology. Some investigation is needed however, to develop the curricula which must be given to the future teachers. The findings of this research could be useful for other developing countries with a need for technically trained personnel.

A 10—SCHOOL CHILDREN'S GAMES

Project Director: Rivka Eiferman
Institution: The Hebrew University
City/Country: Jerusalem, Israel
Duration of Project: April 1, 1964–December 31, 1967
Amount of Office of Education Support: $60,428

Purpose

The three objectives of the project are (1) to study the periodically "fashionable" games of primary school children as expressions of their cognitive and social needs and capacities (2) to assess to what extent characteristics of games and game sequences are invariant over social groups and environmental settings, and to what extent they are dependent on socio-psycho-logical factors associated with these variations in background (3) to determine the extent to which such socio-psychological factors represent aids or barriers to the diffusion of games among groups.

Methodology

The study will be divided into three phases. The Preparatory Phase, lasting 10 months, will consist of intensive observation, aided by tape recorders and a movie-camera, in a restricted number of schools, streets, and homes in Jerusalem resulting in the preparation of two types of record sheets for observers during the Main Phase. The Main Phase, lasting 12 months, will consist of systematic recordings of children's games by observers (teachers, students, and mothers) in nine observation centers and twenty observation points (differentiated by the intensiveness of the observation) distributed throughout the country. During the Final Phase of fourteen months, observations will be continued in the nine observation centers which will be reduced to observation points to enable limited continuation of the study on periodic sequences and their regularities.

Contribution to education

School children's games form an operationally definable and at the same time central segment of what may be termed the children's "unwritten culture." Observations of children at play in groups may be the richest single source of information about their traditions, their readiness or reluctance to change, their moral codes, the nature of their direct interactions, the channels of communication and obstacles to such communication existing between one street corner and another, between different schools, and between different and more distant communities. Many games make demands on the child's memory, and some on their capacity for logical reasoning. They presuppose an ability to cooperate with other children, even in order to compete with them, and a certain cognitive and social development. For these reasons, a systematic study of periodic games stands out as indispensable to a comprehensive picture of the child's world. The present investigation will aim to fill the existing gaps in the systematic examination of school children at play together.

A 11—The Impact of Education on Career Expectations and Mobility

Project Director: Joseph Ben-David.
Institution: The Hebrew University.
City/Country: Jerusalem, Isreal.
Duration of Project: October 1, 1964—March 31, 1968.
Amount of Office of Education Support: $30,850.

Purpose

The project aims to study the effects of the differences in the atmospheres of the academic type of secondary day school, the academic type of secondary evening school, and the vocational school on the level and kinds of career and mobility aspirations of 17 year old Israeli youth. The aspirations of 17 year olds will be compared with the actual experiences of career choice and mobility of 27 year olds.

Methodology

The sample consists of 60 boys aged 16+ from one academic day high school, one academic evening high school and one vocational school leading to matriculation—in each of the three main cities (540 boys). Similar samples of 26+ year olds, graduates of the same schools, will be used. The main independent variable is the type of school and its climate, and other variables to be controlled as far as sample size allows are family background, peer group, and communication media. The dependent variables are ideas, ideologies or other commitments concerning career choice in the country; perceived sources of information and influence; career; and, evaluation of chances. A questionnaire will be the main instrument for gathering information about these variables. Observations, study and written material, individual talks and possibly group interviews with staff and students will be used to assess the school climates. The data will be analyzed by comparing the different and similar types of students in different schools, the 17 and 27 year olds, and the results with materials available from other countries.

Contribution to education

The influence of schooling as a variable has been ill-defined. The exact nature of the relationship of schooling of different types on career plans and mobility expectations has to be further investigated. Since education nowadays is increasingly regarded, not only as an end in itself, but also as an investment of economic importance, the understanding of its effects on career and mobility seems to be of considerable importance. This is particularly so in countries like Israel. It is hoped that the proposed study will be of direct practical relevance to educational planning in Israel, and to other developing countries as well.

A 12—Some Problems of Educating a National Minority

Project Director: Samuel N. Eisenstadt and Yochanan Peres.
Institution: The Hebrew University.
City/Country: Jeruslalem, Israel.
Duration of project: October 1, 1965–September 30, 1968.
Amount of Office of Education Support: $23,156.

Purpose

To analyze to what extent and in what fields the various sections of the Israeli education system succeed in instilling an attachment to its basic values in the pupils of non-Jewish minorities, and in what way the educational influences in those spheres can be increased. The connection between two variables—the social identity of the minority group, and the educational means used—will be investigated in relation to specific issues, as the influence of (1) various educational climates (e.g. intellectual, U.S., expressive) on the social identity of children coming from the minority groups (2) various subjects taught (3) joint U.S. separate education of different ethnic groups (4) teachers' rationality, and (5) length of education.

Contribution to education

The effect of education on social change has been one of the subjects under debate among social scientists, particularly at present when a great number of countries are experiencing social change. The attempt to educate children of national minorities is a part of the social reality which most countries face, and is particularly significant in developing countries which are trying to use education of a vehicle for modernization. In Israel there are a number of minorities which differ in degree of their general identification with the state, therefore, the "educational arena" in Israel gives a good basis for clarification of the soci-educational problems arising from contact between the educational system and a hostile minority. Research on this project will attempt to isolate the influence of education and should prove of value to all countries whose educational systems must deal with national minorities.

Methodology

The main sample will be 500 Arab high school students. The following subsample will serve as quasi control groups: (1) 200 Arab students from the upper classes of elementary schools (2) 50 Arab students studying in institutions of higher education (3) 200 Jewish high school students (4) 50 teachers teaching in Arab schools. Some interviews will be held with central personnel in Arab education; a questionnaire will be administered to the students; a content analysis of the main textbooks and curricula used in Arab schools will be conducted. Statistical analysis will be applied mainly to the data elicited from the questionnaire.

APPENDIX 3

ISRAEL
CENTRAL BUREAU OF STATISTICS

EDUCATION AND CULTURE

REPRINT FROM
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לוח י״ט/1. — מוסדות במערכת החינוך, לפי סוג המוסד

TABLE 5/1.— INSTITUTIONS IN THE EDUCATIONAL SYSTEM, BY TYPE OF INSTITUTION

(תש״ט עד תשכ״ט ; 1968/69—1948/49)

Type of Institution	תשכ״ט 1968/69	תשכ״ח 1967/68	תשכ״ז 1966/67	תשכ״א 1960/61	תשי״ז 1956/57	תשי״ב 1951/52	תש״ט 1948/49	סוג המוסד
TOTAL	**5,542**	**5,356**	**5,181**	**4,228**	**3,798**	**3,066**	**1,342**	**סך הכל**
Hebrew Education	5,145	*4,982*	*4,819*	*3,932*	*3,570*	*2,862*	*1,286*	חינוך עברי
Kindergartens(1)	2,966	2,797	2,581	2,015	1,894	1,534	709	גני ילדים(1)
Primary schools	1,250	1,247	1,277	1,151	1,042	849	467	בתי ספר יסודיים
Schools for handicapped children	150	146	134	94	60	57	..	בתי ספר מיוחדים
Schools for working youth	140	149	125	208	291	207	..	בתי ספר לנערים עובדים
Post-primary schools(2) — Total(3)	594	595	645	432	260	198	98	בתי ספר על־יסודיים(2) — סך הכל(3)
Secondary schools	193	188	174	101	68	68	39	בתי ספר תיכוניים
Secondary evening schools	15	17	18	30	21	15	..	בתי ספר תיכוניים של ערב
Continuation classes	118	128	132	98	89	50	33	כיתות המשך
Vocational schools	224	216	208	59	46	39	26	בתי ספר מקצועיים
Agricultural schools	30	30	30	29	36	26	..	בתי ספר חקלאיים
Other post-primary schools(4)	—	—	67	115	—	—	—	בתי ספר על־יסודיים אחרים(4)
Preparatory classes to teacher's training colleges	14	16	16	..	..	..	..	מכינות לבית מדרש למורים ולגננות
Teachers' training colleges	45	48	57	32	23	17	12	בתי מדרש למורים ולגננות
Arab Education	*397*	*374*	362	296	*228*	204	*56*	חינוך ערבי
Kindergartens	166	159	157	131	104	90	10	גני ילדים
Primary schools	202	192	183	152	115	104	45	בתי ספר יסודיים
Schools for handicapped children	2	1	2	—	—	—	—	בתי ספר מיוחדים
Schools for working youth	9	6	6	2	2	2	—	בתי ספר לנערים עובדים
Post-primary schools — Total	17	15	13	10	6	8	1	בתי ספר על־יסודיים — סך הכל
Secondary schools	11	10	8	6	6	8	1	בתי ספר תיכוניים
Vocational schools	5	4	4	—	—	—	—	בתי ספר מקצועיים
Agricultural schools	1	1	1	1	—	—	—	בתי ספר חקלאיים
Other post-primary schools(4)	—	—	—	3	—	—	—	בתי ספר על־יסודיים אחרים(4)
Teachers' training colleges	1	1	1	1	1	—	—	בתי מדרש למורים ולגננות

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(1) עד תשט״ו כולל בעיקר גני ילדים ציבוריים. (2) ראה שינויים בסיווג המוסדות במבוא לפרק זה. (3) עד תשכ״ה אינו כולל בתי מדרש המקיימים לימודים על־יסודיים בכיתות מכינות. (4) כולל, החל בתשכ״ג, רק בתי ספר על־יסודיים ללימוד ערב חלקי, שבוטלו בתשכ״ח. ראה מבוא לפרק זה.

(1) Up to 1954/55 includes public kindergartens. (2) See changes in definitions in the introduction to this chapter. (3) Up to 1964/65 excluding colleges where post-primary courses in preparatory classes were held. (4) As from 1962/63 including only post-primary schools for part-time evening courses which were closed in 1967/68 (see Introduction to this Chapter.).

לוח י"ט/2.— משרות הוראה במערכת החינוך, לפי סוג המוסד

TABLE S/2.— TEACHING POSTS IN THE EDUCATIONAL SYSTEM, BY TYPE OF INSTITUTION

(תש"ט עד תשכ"ט ; 1948/49—1968/69)

Type of Institution	תשכ"ט 1968/69	תשכ"ח 1967/68	תשכ"ז 1966/67	תשכ"א 1960/61	תשי"ז 1956/57	תשי"ב 1951/52	תש"ט 1948/49	סוג המוסד
TOTAL	45,325	42,293	40,978	27,972	21,193	14,787	6,469	סך הכל
Men	16,906	16,019	15,933	11,991	9,514	7,176	..	גברים
Women	28,419	26,274	25,045	15,981	11,679	7,611	..	נשים
Hebrew Education	*42,499*	*39,744*	*38,811*	*26,357*	*20,183*	*14,012*	6,283	חינוך עברי
Kindergartens	3,354	3,038	2,911	2,439	2,391	1,973	976	גני ילדים
Primary schools(1) (2)	23,015	21,689	21,656	15,867	12,354	8,440	4,153	בתי ספר יסודיים(1)(2)
Schools for handicapped children	1,560	1,434	1,315	799	486	292	..	בתי ספר מיוחדים
Schools for working youth	391	362	304	648	900	691	..	בתי ספר לנערים עובדים
Post-primary schools — total(3)	12,965	11,867	11,259	5,827	3,487	2,226	(941)	בתי ספר על־יסודיים — סך הכל(3)
Secondary schools(2)	5,268	4,817	4,436	2,160	1,240	1,171	704	בתי ספר תיכוניים(2)
Secondary evening schools	247	278	274	417	271	156	..	בתי ספר תיכוניים של ערב
Continuation classes(1)	1,589	1,620	1,675	1,181	860	..	..	כיתות המשך(1)
Vocational schools	4,631	4,042	3,555	912	585	487	237	בתי ספר מקצועיים
Agricultural schools(2)	832	722	684	564	531	412	..	בתי ספר חקלאיים(2)
Other post-primary schools(4)	—	—	224	593	—	—	—	בתי ספר על־יסודיים אחרים(4)
Prep. classes for teachers training colleges(5)	398	388	411	777	565	390	213	מכינות לבתי מדרש למורים ולגננות(5)
Teachers Training Colleges(5)	1,214	1,304	1,366					בתי מדרש למורים ולגננות(5)
Arab Education	*2,826*	*2,549*	*2,167*	*1,615*	*1,010*	(775)	136	חינוך ערבי
Kindergartens	286	278	254	193	128	(6) ..	16	גני ילדים
Primary schools	2,289	2,068	1,750	1,319	824	(6)750	(6)170	בתי ספר יסודיים
Schools for handicapped children	6	6	3	—	—	—	—	בתי ספר מיוחדים
Schools for working youth	25	18	19	8	3	15	—	בתי ספר לנערים עובדים
Post-primary schools — total	190	154	120	76	47	10	—	בתי ספר על־יסודיים — סך הכל
Secondary schools	130	104	85	55	47	(6) ..	(6) ..	בתי ספר תיכוניים
Vocational schools	38	34	24	—	—	—	—	בתי ספר מקצועיים
Agricultural schools	22	16	11	6	—	—	—	בתי ספר חקלאיים
Other post — primary schools (4)	—	—	—	15	—	—	—	בתי ספר על־יסודיים אחרים(4)
Teacher's training colleges	30	25	21	19	8	—	—	בתי מדרש למורים ולגננות

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(1) בין המשרות בבתי ספר יסודיים של החינוך העברי, נכללו עד תשי"ג גם משרות הוראה בכיתות המשך. (2) בין המשרות בבתי ספר תיכוניים וחקלאיים של החינוך העברי, נכללו גם משרות הוראה בכיתות יסודיות של בתי ספר תיכוניים (עד תשי"ג) ושל בתי ספר חקלאיים (עד תשי"ח). (3) ראה הערות (2), (3) ללוח יס/1. (4) ראה הערה (4) ללוח יס/1. (5) ההוראה בכיתות מכינות נכללה עד תשכ"ה בין בתי מדרש למורים ולגננות. (6) משרות ההוראה בגני הילדים (בתשי"ב) ובבתי הספר התיכוניים נכללו בבתי הספר היסודיים.

(1) Teaching posts in continuation classes of the Jewish educational system were included up to 1952/53 in primary schools.

(2) Teaching posts in primary classes of secondary schools (up to 1952/53) and agricultural schools (up to 1957/58) of the Hebrew educational system were included in secondary and agricultural schools respectively. (3) See notes (2) (3) to Table S/1.

(4) See note (4) to Table S/1. (5) Up to 1964/65 including teaching in preparatory classes among teachers' training colleges.

(6) Teaching posts in kindergartens, (in 1951/52) and in secondary schools, were included in primary schools.

לוח י״ט/3. — תלמידים במוסדות חינוך, לפי סוג המוסד

TABLE S/3.— PUPILS IN EDUCATIONAL INSTITUTIONS, BY TYPE OF INSTITUTION

(1948/49—1968/69 ; תש״ט עד תשכ״ט)

Type of Institution	תשכ״ט 1968/69	תשכ״ח 1967/68	תשכ״ז 1966/67 §	תשכ״א 1960/61	תשי״ז 1956/57	תשי״ב 1951/52	תש״ט 1948/49	סוג המוסד
TOTAL	**793,417**	**774,399**	**756,047**	**599,962**	**470,751**	**326,387**	**140,817**	**סך הכל**
Educational System	710,743	698,612	683,889	562,814	443,618	315,126	134,887	מערכת החינוך
Academic Institutions	32,389	28,520	25,541	10,836	5,842	3,686	1,635	מוסדות אקדמיים
Other Institutions	50,285	47,267	46,617	26,312	21,291	7,575	4,295	מוסדות אחרים
Hebrew Education	*703,814*	*691,490*	*678,570*	*548,147*	*432,069*	*294,084*	*129,688*	חינוך עברי
Educational System	634,963	628,907	620,070	522,046	414,374	288,921	127,470	מערכת החינוך
Kindergartens(1)	99,250	93,395	87,565	74,995	73,218	63,556	25,406	גני ילדים(1)
Primary schools	384,170	385,589	392,562	361,707	285,926	185,407	91,133	בתי ספר יסודיים
Schools for handicapped children	13,180	12,570	11,485	8,111	4,783	3,236	..	בתי ספר מיוחדים
Schools for working youth	6,684	6,691	4,735	7,744	11,341	10,780	..	בתי ספר לנערים עובדים
Post-primary schools(2) — Total	125,685	123,160	116,259	66,636	36,506	24,985	(10,218)	בתי ספר על־יסודיים(2) — סך הכל
Secondary schools	59,033	58,114	53,577	30,015	14,888	12,936	6,411	בתי ספר תיכוניים
Secondary evening schools	1,588	2,117	2,346	4,202	2,766	1,433	..	בתי ספר תיכוניים של ערב
Continuation classes	(4)9,197	9,654	11,092	7,587	5,792	2,304	1,048	כיתות המשך
Vocational schools	43,604	41,044	35,234	11,560	6,380	4,315	2,002	בתי ספר מקצועיים
Agricultural schools	8,072	7,865	7,062	5,598	5,148	2,788	..	בתי ספר חקלאיים
Other post-primary schools(3)	—	—	2,540	4,485	—	—	—	בתי ספר על־יסודיים אחרים(3)
Prep. classes to teachers training colleges	4,191	4,366	4,408	3,189	1,532	1,209	757	מכינות לבתי מדרש למורים ולגננות
Teacher's training colleges	5,994	7,502	7,466	2,853	2,600	957	713	בתי מדרש למורים ולגננות
Academic Institutions	32,389	28,520	25,541	10,836	5,842	3,686	1,635	מוסדות אקדמיים
Other institutions	36,462	34,063	32,959	15,265	11,853	1,477	583	מוסדות אחרים
Arab Education	*89,603*	*82,909*	*77,477*	*51,815*	*38,682*	*32,303*	*11,129*	חינוך ערבי
Educational System	75,780	69,705	63,819	40,768	29,244	26,205	7,417	מערכת החינוך
Kindergartens	9,538	9,243	8,230	5,546	3,610	3,299	637	גני ילדים
Primary schools	61,797	56,946	52,820	33,739	24,659	22,293	6,766	בתי ספר יסודיים
Schools for handicapped children	63	52	37	—	—	—	—	בתי ספר מיוחדים
Schools for working youth	291	239	244	89	80	185	—	בתי ספר לנערים עובדים
Post-primary schools — Total	3,723	2,909	2,280	1,277	853	428	14	בתי ספר על־יסודיים — סך הכל
Secondary schools	2,961	2,357	1,846	1,086	853	428	14	בתי ספר תיכוניים
Vocational schools	370	267	261	—	—	—	—	בתי ספר מקצועיים
Agricultural schools	392	285	173	47	—	—	—	בתי ספר חקלאיים
Other post-primary schools(3)	—	—	—	144	—	—	—	בתי ספר על־יסודיים אחרים(3)
Teacher's training colleges	368	316	208	117	42	—	—	בתי מדרש למורים ולגננות
Other institutions	13,823	13,204	13,658	11,047	9,438	6,098	3,712	מוסדות אחרים

(1) עד תשט״ו כולל בעיקר גני ילדים ציבוריים. (2) ראה הערה (2) ללוח יט/1. (3) ראה הערה (4) ללוח יט/1.
(4) מהם 1,189 תלמידים בבתי ספר ימיים.

(1) Up to 1954/55 includes mainly public kindergartens. (2) See note (2) to Table S/1. (3) See note (4) to Table S/1.
(4) Thereof 1,189 pupils in marine schools.

3

לוח י"ט/4. — ממוצע תלמידים לבית ספר, לפי סוג בית הספר (1)

TABLE S/4.— AVERAGE NUMBER OF PUPILS PER SCHOOL, BY TYPE OF SCHOOL(1)

(1951/52—1968/69 ; תשי"ב עד תשכ"ט)

Type of School	תשכ"ט 1968/69	תשכ"ח 1967/68	תשכ"ז 1966/67	תשכ"א 1960/61	תשי"ז 1956/57	תשי"ב 1951/52	סוג בית הספר
TOTAL	**251.3**	**§249.9**	**240.7**	**231.6**	**204.2**	**172.2**	**סך הכל**
Hebrew Education	*247.5*	*§246.8*	*237.9*	*233.2*	*204.0*	*169.7*	חינוך עברי
Primary schools	311.0	§313.0	307.4	314.3	274.4	217.2	בתי ספר יסודיים
Schools for handicapped children	87.9	86.1	85.7	86.3	79.7	56.8	בתי ספר מיוחדים
Schools for working youth	47.7	44.9	37.9	37.2	39.0	52.1	בתי ספר לנערים עובדים
Secondary schools	305.9	309.1	307.9	297.2	218.9	190.2	בתי ספר תיכוניים
Secondary evening schools	105.9	124.5	130.3	140.1	131.7	95.5	בתי ספר תיכוניים של ערב
Continuation classes	77.9	75.4	84.0	77.4	65.1	46.1	כיתות המשך
Vocational schools	194.7	190.0	169.4	195.9	138.7	111.9	בתי ספר מקצועיים
Agricultural schools	269.1	262.2	235.4	193.0	165.6	139.5	בתי ספר חקלאיים
Other post-primary schools(2)	—	—	37.9	39.0	—	—	בתי ספר על־יסודיים אחרים(2)
Preparatory classes for teachers' training colleges(3)	299.3	272.9	275.5	188.8	179.7	175.7	מכינות לבתי מדרש למורים ולגננות(3)
Teachers' training colleges(3)	133.2	156.3	131.0				בתי מדרש למורים ולגננות(3)
Arab Education							חינוך ערבי
Primary schools	*305.9*	*296.6*	*288.6*	*222.0*	*214.4*	*214.4*	בתי ספר יסודיים

(1) ראה הערה (2) ללוח י"ט/1. (2) ראה הערה (4) ללוח י"ט/1. (3) מכינות לבתי מדרש למורים ולגננות נכללו עד תשכ"ה בין בתי מדרש למורים ולגננות.

(1) See note (2) to Table S/1. (2) See note (4) to Table S/1. (3) Up to 1964/65 including preparatory classes for Teachers' Training Colleges among teachers' training Colleges.

לוח י"ט/5. — ממוצע תלמידים לכיתה, לפי סוג בית הספר (1)

TABLE S/5.— AVERAGE NUMBER OF PUPILS PER CLASS, BY TYPE OF SCHOOL(1)

(1951/52—1968/69 ; תשי"ב עד תשכ"ט)

Type of School	תשכ"ט 1968/69	תשכ"ח 1967/68	תשכ"ז 1966/67	תשכ"א 1960/61	תשי"ז 1956/57	תשי"ב 1951/52	סוג בית הספר
TOTAL	**27.8**	**28.6**	**28.2**	**30.0**	**29.6**	**26.8**	**סך הכל**
Hebrew Education	*27.4*	*28.2*	*27.9*	*30.1*	*29.5*	*26.4*	חינוך עברי
Primary schools	28.3	29.1	28.7	31.3	31.5	27.5	בתי ספר יסודיים
Schools for handicapped children	14.5	14.9	14.4	15.5	15.7	13.9	בתי ספר מיוחדים
Schools for working youth	14.9	15.9	15.2	17.3	17.2	18.8	בתי ספר לנערים עובדים
Secondary schools	31.4	31.8	31.7	34.7	30.9	31.6	בתי ספר תיכוניים
Secondary evening schools	23.3	26.5	27.3	30.0	27.9	23.9	בתי ספר תיכוניים של ערב
Continuation classes	22.0	22.0	23.2	23.1	21.9	21.3	כיתות המשך
Vocational schools	26.2	27.5	27.3	27.6	19.2	20.6	בתי ספר מקצועיים
Agricultural schools	29.2	29.9	29.2	29.6	26.2	24.8	בתי ספר חקלאיים
Other post-primary schools(2)	—	—	20.5	23.2	—	—	בתי ספר על־יסודיים אחרים(2)
Preparatory classes for teachers' training colleges(3)	33.8	34.1	35.0	29.6	26.2	..	מכינות לבתי מדרש למורים ולגננות(3)
Teachers' training colleges(3)	28.0	29.5	26.7				בתי מדרש למורים ולגננות(3)
Arab Education							חינוך ערבי
Primary schools	*32.7*	*32.6*	*31.6*	*29.2*	*31.0*	*31.0*	בתי ספר יסודיים

(1) ראה הערה (2) ללוח י"ט/1. (2) ראה הערה (4) ללוח י"ט/1. (3) ראה הערה (3) ללוח י"ט/4.

(1) See note (2) to table S/1. (2) See note (4) to Table S/1. (3) See note (3) to Table S/4.

לוח י״ט/6. — מורים, משרות הוראה ויחידות עבודה, לפי סוג בית הספר

TABLE S/6.— TEACHERS, TEACHING POSTS AND WORK-UNITS, BY TYPE OF SCHOOL

(תשכ״ו עד תשכ״ט; 1965/66—1968/69)

Type of School	יחידות עבודה(3) Work Units (3)		משרות הוראה Teaching Posts		מורים Teachers	סוג בית הספר
	תשכ״ט 1968/69	תשכ״ח 1967/68	תשכ״ט 1968/69	תשכ״ח 1967/68	תשכ״ו—תשכ״ז(2) 1965/66–1966/67(2)	
	Hebrew Education				**חינוך עברי**	
TOTAL	27,092	25,473	39,145	36,656	(4)(29,800)	סך הכל
Primary schools	17,231	16,485	23,015	21,689	19,828	בתי ספר יסודיים
Schools for handicapped children	1,178	1,107	1,560	1,434	1,269	בתי ספר מיוחדים
Schools for working youth	196	175	391	362	294	בתי ספר לנערים עובדים
Post primary schools (1) — Total	7,937	7,116	12,965	11,867	8,142	בתי ספר על־יסודיים(1) — סך הכל
Secondary schools	3,620	3,206	5,268	4,817	3,669	בתי ספר תיכוניים
Secondary evening schools	80	90	247	278	271	בתי ספר תיכוניים של ערב
Continuation classes	857	884	1,589	1,620	1,403	כיתות המשך
Vocational schools	2,635	2,304	4,631	4,402	2,543	בתי ספר מקצועיים
Agricultural schools	511	440	832	722	545	בתי ספר חקלאיים
Other post-primary schools	—	—	—	—	130	בתי ספר על־יסודיים אחרים
Preparatory classes to teachers training colleges	234	192	398	388	422	מכינות לבתי מדרש למורים ולגננות
Teachers' training colleges	550	590	1,214	1,304	..	בתי מדרש למורים ולגננות
	Arab Education				**חינוך ערבי**	
TOTAL	2,131	1,910	2,540	2,271	(4)(2,000)	סך הכל
Thereof: primary schools	1,918	1,733	2,289	2,068	1,830	מזה: בתי ספר יסודיים

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(1) ראה הערה (2) ללוח י״ס/1. (2) הנתונים על החינוך העל־יסודי העברי, מתייחסים לתשכ״ו. (3) על שיטת חישוב יחידות עבודה — ראה מבוא לפרק זה. (4) מורה מרובה מִשרות נכלל בכל אחד מסוגי בתי הספר שבהם הוא מלמד, אך בסך הכל המורים נכלל רק פעם אחת. מכאן ההפרש בין סיכום מספר המורים בכל סוגי בתי הספר ובין סך הכל המורים.

(1) See note (2) to Table S/1. (2) Data in the post-primary Hebrew education refer to 1965/66. (3) For the method of computing a work unit — see introduction to this chapter. (4) A teacher teaching in more than one school, is included in each type of school in which he teaches, but in total teachers only once; Hence the discrepancy between the total number of teachers in all types of schools and total teachers.

לוח י״ט/7.— גננות ומורים, לפי מין, גיל, יבשת לידה, תקופת עלייה, שנות ותק מוכרות בהוראה וסמיכות להוראה (חינוך עברי)

TABLE S/7.— TEACHERS AND KINDERGARTEN TEACHERS, BY SEX, AGE, CONTINENT OF BIRTH, PERIOD OF IMMIGRATION, RECOGNIZED YEARS OF TEACHING AND QUALIFICATIONS

(Hebrew Education)
(1965/66 ; 1966/67 ; תשכ״ז ;תשכ״ו)

	Teachers מורים		גננות Kindergarten Teachers	
	בבתי ספר על־יסודיים In Post-Primary Schools	בבתי ספר יסודיים In Primary Schools		
	1965/66 תשכ״ו	1966/67 תשכ״ז	1966/67 תשכ״ז	
TOTAL	8,142	19,828	2,838	סך הכל
Sex				מין
Men	4,667	5,600	—	גברים
Women	3,475	14,228	2,838	נשים
Age				גיל
Up to 19	1,324	643	179	עד 19
20 — 24		5,166	684	20 עד 24
25 — 29	1,995	4,032	515	25 עד 29
30 — 39	2,004	4,581	817	30 עד 39
40 — 49	1,354	2,618	290	40 עד 49
50 — 59	981	1,984	232	50 עד 59
60 and over	251	369	34	60 ומעלה
Not known	233	435	87	לא ידוע
Median age	33.2	29.8	30.0	גיל חציוני
Continent of Birth and Period of Immigrataion				יבשת הלידה ותקופת העלייה
Israel Born	*2,920*	*8,623*	*1,415*	ילידי ישראל
Born in Asia—Africa — Total	(1)*703*	*3,495*	*399*	ילידי אסיה־אפריקה—סך הכל
Immigrated up to 1947	97	324	49	עלו עד 1947
Immigrated 1948—1954	579	2,509	297	עלו 1948 עד 1954
Immigrated since 1955		662	53	עלו מאז 1955
Born in Europe-America-Total	(1)4,294	7,264	*931*	ילידי אירופה־אמריקה—סך הכל
Immigrated up to 1947	2,080	3,736	523	עלו עד 1947
Immigrated 1948—1954	2,026	2,820	346	עלו 1948 עד 1954
Immigrated since 1955		708	62	עלו מאז 1955
Not known	225	446	93	לא ידוע
% Israel Born	37.0	44.5	51.5	אחוז ילידי ישראל
% Immigrants since 1948	33.8	34.6	27.6	אחוז עולים מ־1948 ואילך
Recognized Years of Teaching(2)				שנות הותק המוכרות בהוראה(2)
0 — 4	3,910	6,505	1,042	0 עד 4
5 — 9	1,890	5,062	622	5 עד 9
10 — 14	1,927	2,983	485	10 עד 14
15 — 19		2,421	336	15 עד 19
20 and over		2,215	257	20 ומעלה
Not known	415	622	96	לא ידוע
Median years of teaching	4.9	8.0	7.6	ותק חציוני
Qualifications				הסמיכות להוראה
Academic	(3)3,405	999	2	אקדמאי
Qualified	..	13,063	1,950	מוסמך
Non qualified—AA	..	1,589	155	בלתי מוסמך — שלב א׳ א׳
Non qualified—A	..	2,451	354	בלתי מוסמך — שלב א׳
Non qualified—B	..	1,114	285	בלתי מוסמך — שלב ב׳
Not known	..	612	92	לא ידוע
Percentage of non qualified	..	25.8	28.9	אחוז הבלתי מוסמכים

(1) כולל מורים שתקופת העלייה שלהם אינה ידועה. (2) לגבי מורי בתי הספר העל יסודיים—שנות הותק בהוראה על־יסודית בישראל.
(3) בעלי תואר אקדמאי; לפרטים נוספים על השכלת מורי בתי הספר העל־יסודיים—ראה מוסף לירחון הסטטיסטי, מס׳ 3, 1967.

(1) Incl. teachers whose period of immigration is not known. (2) For post-primary school teachers — recognized years of teaching in Israel. (3) Academicians, further details in post-primary teachers' education, see supplement to Statistical Bulletin. No. 3, 1967 (Hebrew only).

לוח י"ט/8. — מורי בתי ספר יסודיים ומיוחדים, לפי סמיכות להוראה, שנות ותק מוכרות בהוראה ותכונות בית הספר (חינוך עברי) (אחוזים)

TABLE S/8—TEACHERS OF PRIMARY SCHOOLS AND SCHOOLS FOR HANDICAPPED CHILDREN, BY QUALIFICATION, RECOGNIZED YEARS OF TEACHING AND SCHOOL CHARACTERISTICS

(Hebrew Education) (Percentages)

(1966/67 ; תשכ"ז)

	Qualifications					סמיכות להוראה	
	בלתי מוסמך שלב ב׳ Non Qualified B	בלתי מוסמך שלב א׳ Non Qualified A	בלתי מוסמך שלב אא׳ Non Qualified AA	מוסמך Qualified	אקדמאי Academic	סך הכל Total	
TOTAL	6.1	12.8	8.3	67.6	5.2	100.0	סך הכל
	Recognised Years of Teaching					שנות ותק מוכרות בהוראה	
0 — 4	11.5	23.3	15.0	47.8	2.4	100.0	0 עד 4
5 — 9	3.8	10.1	7.8	74.6	3.7	100.0	5 עד 9
10 — 14	3.8	7.1	4.2	79.9	5.0	100.0	10 עד 14
15 — 19	3.3	6.0	2.6	79.9	8.2	100.0	15 עד 19
20 and over	1.2	1.3	1.1	82.4	14.0	100.0	20 ומעלה
	Description of School					תואר בית הספר	
State school	3.5	9.5	7.1	74.2	5.7	100.0	ממלכתי
State religious school	8.6	18.9	9.6	58.4	4.5	100.0	ממלכתי־דתי
Independent school	16.1	17.8	13.6	48.7	3.8	100.0	עצמאי
Undefined	9.4	14.4	8.4	62.6	5.2	100.0	לא מוגדר
	Type of Settlement					צורת יישוב	
Urban settlements —	5.9	11.5	8.1	69.1	5.4	100.0	יישובים עירוניים —
Veteran	3.7	7.8	6.3	75.5	6.7	100.0	ותיקים
New	10.0	18.6	11.6	56.8	3.0	100.0	חדשים
Rural settlement —	6.8	18.6	8.8	61.6	4.2	100.0	יישובים כפריים —
Veteran	5.2	13.9	6.6	68.8	5.5	100.0	ותיקים
New	8.5	23.6	11.1	53.9	2.9	100.0	חדשים
Jerusalem	2.9	5.8	5.4	73.0	12.9	100.0	ירושלים
Tel Aviv	3.3	5.9	5.7	78.6	6.5	100.0	תל אביב
Haifa	2.9	6.6	5.0	76.2	9.3	100.0	חיפה
Other towns	6.0	12.0	8.7	69.2	4.1	100.0	ערים אחרות
Urban settlements	9.3	17.4	10.7	59.7	2.9	100.0	יישובים עירוניים
Villages	10.1	15.8	12.3	59.4	2.4	100.0	כפרים
Moshavim	8.2	20.9	10.4	57.4	3.1	100.0	מושבים
Qibbuzim and qevuzot	3.9	16.9	5.4	67.6	6.2	100.0	קיבוצים וקבוצות
Institutions, farms and temporary settlements	9.0	21.6	11.8	54.7	2.9	100.0	מוסדות, חוות ויישובים ארעיים
	District					מחוז	
Jerusalem	3.7	7.0	6.5	71.6	11.2	100.0	ירושלים
North	9.6	22.8	9.2	55.1	3.3	100.0	הצפון
Haifa	4.7	11.1	7.0	71.0	6.2	100.0	חיפה
Centre	5.6	12.7	8.7	68.9	4.1	100.0	המרכז
Tel Aviv	3.4	6.5	6.2	77.7	6.2	100.0	תל אביב
South	11.2	20.6	13.2	53.3	1.7	100.0	הדרום

לוח י"ט/9.— מורים בבתי ספר יסודיים, לפי מין, גיל, קבוצת אוכלוסייה, שנות ותק מוכרות בהוראה וסמיכות להוראה (חינוך ערבי)

TABLE S/9.— TEACHERS IN PRIMARY SCHOOLS, BY SEX, AGE, POPULATION GROUP, RECOGNIZED YEARS OF TEACHING AND QUALIFICATIONS (Arab Education)

(תשכ"ה ; תשכ"ז ; 1966/67 ; 1964/65)

	תשכ"ז 1966/67	תשכ"ה 1964/65 (1)	
TOTAL	1,830	1,621	סך הכל
	Sex	מין	
Men	1,273	1,106	גברים
Women	557	515	נשים
	Age	גיל	
Up to 19	40	44	עד 19
20 — 24	468	450	20 עד 24
25 — 29	494	493	25 עד 29
30 — 39	550	404	30 עד 39
40 — 49	165	143	40 עד 49
50 — 59	70	64	50 עד 59
60 and over	15	15	60 ומעלה
Not known	8	8	לא ידוע
Median age	28.9	28.2	גיל חציוני
	Population Group	קבוצת האוכלוסייה	
Moslems	932	819	מוסלמים
Christians	687	612	נוצרים
Druze	128	106	דרוזים
Jews	59	56	יהודים
Other	24	28	אחרים
	Recognised Years of Teaching	שנות ותק מוכרות בהוראה	
0 — 4	584	552	0 עד 4
5 — 9	505	433	5 עד 9
10 — 14	323	339	10 עד 14
15 — 19	282	222	15 עד 19
20 and over	125	75	20 ומעלה
Not known	11	—	לא ידוע
Median years of teaching	8.2	8.0	ותק חציוני
	Qualifications	סמיכות להוראה	
Academic	26	15	אקדמאי
Qualified	889	711	מוסמך
Unqualified phase A.A.	66	30	בלתי מוסמך שלב א'א'
Unqualified — phase A.	459	451	בלתי מוסמך שלב א'
Unqualified — phase B.	376	413	בלתי מוסמך שלב ב'
Not known	14	1	לא ידוע
Percentage of non qualified	49.6	55.2	אחוז המורים הבלתי מוסמכים

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(1) Including teaching staff in kindergarten classes.

(1) כולל ההוראה בכיתות גן.

לוח י״ט/10. — תלמידי בתי ספר יסודיים, לפי תואר בית הספר (חינוך עברי)

TABLE S/10.— PUPILS OF PRIMARY SCHOOLS, BY DESCRIPTION OF SCHOOL

(Hebrew Education)

(1953/54—1968/69 ; תשי״ד עד תשכ״ט)

Description	תשכ״ט 1968/69	תשכ״ח 1967/68	תשכ״ז 1966/67	תשכ״א 1960/61	תשי״ז 1956/57	תשי״ד 1953/54	התואר
TOTAL	**384,170**	**385,589**	**392,562**	**361,707**	**285,926**	**219,129**	**סך הכל**
State school	248,959	248,010	253,170	240,970	196,178	150,118	ממלכתי
State religious school	109,358	110,887	112,685	96,437	71,212	53,573	ממלכתי־דתי
Independent school(1)	25,853	26,692	26,707	24,300	18,526	15,438	עצמאי(1)

(1) Of Agudat Israel.

(1) של אגודת ישראל.

לוח י״ט/11. — אחוז הבנים בין תלמידי בתי ספר, לפי סוג בית הספר

TABLE S/11.— PERCENTAGE OF BOYS AMONG PUPILS IN SCHOOLS, BY TYPE OF SCHOOL

(1948/49—1968/69 ; תש״ט עד תשכ״ט)

Type of School	תשכ״ט 1968/69	תשכ״ח 1967/68	תשכ״ז 1966/67	תשכ״א 1960/61	תשי״ז 1956/57	תשי״ב 1951/52	תש״ט 1948/49	סוג בית הספר
ALL SCHOOLS	**50.7**	**50.6**	**50.7**	**51.8**	**52.5**	**53.0**	**51.8**	**כל בתי הספר**
Hebrew Education	*49.7*	*49.6*	*49.8*	*51.0*	*51.2*	*51.4*	*48.9*	חינוך עברי
Primary schools	50.6	50.5	50.6	50.9	50.6	51.4	51.0	בתי ספר יסודיים
Schools for handicapped children	60.7	61.2	60.7	60.4	61.9	59.7	..	בתי ספר מיוחדים
Schools for working youth	61.5	61.2	67.8	60.0	56.8	53.8	..	בתי ספר לנערים עובדים
Post-Primary Schools(1)—Total	47.2	47.0	47.5	50.9	52.5	45.7	40.4	בתי ספר על־יסודיים(1) — סך הכל
Secondary schools	40.6	41.0	41.4	41.9	43.6	46.5	43.0	בתי ספר תיכוניים
Secondary evening schools	41.0	39.9	40.1	61.3	55.8	65.2	..	בתי ספר תיכוניים של ערב
Continuation classes	48.0	49.3	47.0	47.6	46.9	48.8	47.0	כיתות המשך
Vocational schools	57.9	57.5	60.0	75.3	74.2	70.4	55.8	בתי ספר מקצועיים
Agricultural schools	54.2	54.3	55.4	65.2	66.4	59.3		בתי ספר חקלאיים
Other post-primary schools(2)	—	—	46.4	52.8	—	—	—	בתי ספר על־יסודיים אחרים(2)
Preparatory classes for teachers training colleges	15.8	13.2	13.0	14.0	15.4	6.4	3.1	מכינות לבתי מדרש למורים ולגננות
Teacher's training colleges	12.8	13.1	14.0	15.1	10.3			בתי מדרש למורים ולגננות
Arab Education								חינוך ערבי
Primary schools	56 9	58.1	58.4	61.9	69.7	67.9	81.4	בתי ספר יסודיים

(1) See note (2) to Table S/1. (2) See note (4) to Table S/1.

(1) ראה הערה (2) ללוח י״ס/1. (2) ראה הערה (4) ללוח י״ס/1.

לוח י״ט/12. — התלמידים בבתי ספר (1), לפי דרגת הכיתה (תש״ט עד תשכ״ט)

TABLE S/12.— SCHOOL PUPILS(1), BY GRADE (1948/49—1968/69)

Grade	1968/69 תשכ״ט ממוצע (4) Average	 מזה: בנות Thereof: Girls	 סך הכל Total	תשכ״ח 1967/68	תשכ״ז 1966/67	תשכ״א 1960/61	תשי״ז 1956/57	תשי״ב 1951/52	תש״ט 1948/49	דרגת הכיתה
ALL PUPILS	27.8	296,824	601,955	595,974	588,094	482,273	367,605	248,271	108,844	כל התלמידים
Hebrew Education	*27.4*	*269,227*	*535,713*	*535,512*	*532,505*	*447,051*	*341,971*	*225,365*	*102,064*	חינוך עברי
I	28.4	23,613	48,405	47,496	50,608	46,021	47,657	38,668	15,125	א
II	28.4	23,205	47,392	49,718	50,507	48,744	42,635	30,213	12,124	ב
III	28.0	24,609	50,097	50,198	49,687	50,270	42,222	25,954	12,665	ג
IV	28.0	24,708	50,620	49,341	50,824	50,675	44,136	21,890	11,882	ד
V	27.5	24,823	50,930	51,593	50,705	48,385	41,512	20,879	11,793	ה
VI	27.1	25,259	52,035	51,041	51,180	44,391	33,086	18,583	10,447	ו
VII	26.7	24,945	50,828	50,689	49,836	43,969	26,789	15,860	9,762	ז
VIII	26.4	25,296	50,849	49,731	51,044	42,483	20,989	13,077	7,335	ח
Primary classes of unspecified grade(2)	12.8	1,210	2,878	5,043	4,389	2,624	3,839	14,431	—	כיתות יסודיות בלי דרגה ברורה(2)
IX	31.7	21,066	40,869	42,105	41,950	28,534	12,738	8,632	4,461	ט
X	28.7	18,873	36,149	35,051	34,078	18,538	9,303	7,101	2,936	י
XI	26.2	15,072	28,042	27,564	24,103	11,896	7,513	5,019	1,896	י״א
XII	25.4	11,137	20,003	§17,876	§15,622	7,623	5,184	2,462	925	י״ב
XIII	22.8	117	365	354	306	—	—	—	—	י״ג
XIV	25.7	66	257	210	200	—	—	—	—	י״ד
Post-primary classes of unspecified grade(3)	—	—	—	—	—	45	1,768	1,639	—	כיתות על־יסודיות בלי דרגה ברורה(3)
Seminary classes of teachers training colleges	28.0	5,228	5,994	7,502	7,466	2,853	2,600	957	713	כיתות סמינריוניות בבתי מדרש למורים ולגננות
XII	27.1	317	353	1,041	1,436	129	634	449	—	י״ב
XIII	27.7	2,579	2,911	3,809	3,709	1,572	1,355	508	406	י״ג
XIV	28.6	2,094	2,432	2,506	2,216	1,152	611	—	307	י״ד
XV	27.1	238	298	146	105	—	—	—	—	ט״ו
Arab Education	*32.6*	*27,597*	*66,242*	60,462	*55,589*	*35,222*	*25,634*	22,906	6,780	חינוך ערבי
I	38.4	5,104	11,098	9,794	9,339	6,496	4,326	5,692	2,012	א
II	34.9	4,500	9,680	9,269	8,904	6,143	3,181	5,255	1,346	ב
III	35.6	4,138	9,097	8,751	7,796	5,340	3,395	4,236	1,179	ג
IV	34.8	3,739	8,502	7,631	7,082	4,957	3,715	2,340	959	ד
V	32.3	3,211	7,445	6,881	6,324	3,678	3,429	1,887	608	ה
VI	31.3	2,629	6,535	5,970	5,614	2,636	3,167	1,429	375	ו
VII	29.5	1,998	5,414	5,097	4,491	2,465	2,038	939	231	ז
VIII	26.1	1,409	4,322	3,824	3,459	2,113	1,488	600	56	ח
Primary classes of unspecified grade	29.0	26	58	20	92	—	—	100	—	כיתות יסודיות בלי דרגה ברורה
IX	39.4	342	1,655	1,263	973	562	305	256	14	ט
X	34.9	171	1,011	802	666	352	220	154	—	י
XI	31.4	99	628	529	|398	190	172	18	—	י״א
XII	28.6	36	429	315	243	173	156	—	—	י״ב
Seminary classes of teachers' training colleges	36.8	195	368	316	208	117	42	—	—	כיתות סמינריוניות בבתי מדרש למורים ולגננות
XII	40.0	120	120	80	43	—	—	—	—	י״ב
XIII	38.2	75	153	160	128	43	—	—	—	י״ג
XIV	31.7	—	95	76	37	74	—	—	—	י״ד

(1) אינו כולל גני ילדים, מוסדות אקדמיים ו״מוסדות אחרים״ (ראה לוח י״ט/3). (2) כולל תלמידים במכינות של בתי הספר לנערים עובדים. (3) כולל תלמידים בלימוד מקצועי דו־שנתי ובחברות נוער חקלאיות; (4) לכיתה; התלמידים בכיתות המצורפות לא נכללו.

(1) Not including kindergartens, academic institutions and "other institutions" (See Table S/3). (2) Including preparatory classes in schools for working youth. (3) Including pupils in vocational bi-annual schools and agricultural youth groups. (4) Per class. Pupils in merged classes were not counted.

לוח י"ט/13. — כיתות, לפי סוג בית הספר ומספר תלמידים בכיתה

TABLE S/13.— CLASSES, BY TYPE OF SCHOOL AND NUMBER OF PUPILS IN CLASS

(1966/67—1968/69 ; תשכ"ז עד תשכ"ט)

Type of School	Number of Pupils in Class מספר התלמידים בכיתה 50+	45–49	40–44	35–39	30–34	25–29	20–24	15–19	10–14	1–9	סך הכל Total	סוג בית הספר
1966/67	27	300	2,210	3,460	4,062	3,708	2,956	2,113	1,449	593	20,878	תשכ"ז
1967/68	52	261	2,350	3,651	4,243	3,477	2,912	2,081	1,249	571	20,847	תשכ"ח
1968/69 — TOTAL	34	130	2,018	3,816	4,378	3,612	3,140	2,375	1,495	613	21,611	תשכ"ט – סך הכל
Hebrew Education	*9*	*56*	*1,595*	*3,364*	*3,975*	*3,340*	*2,985*	*2,263*	*1,405*	*587*	*19,579*	חינוך עברי
Primary schools-Total	1	31	1,136	2,433	3,099	2,606	2,050	1,230	707	289	13,582	בתי ספר יסודיים — ס"ה
Thereof: Advancement classes	—	—	—	—	—	1	56	232	93	29	411	מזה: כיתות מקדמות
Schools for handicapped children	2	2	1	1	3	6	128	307	282	175	907	בתי ספר מיוחדים
Schools for working youth	—	—	—	—	5	14	52	165	151	60	447	בתי ספר לנערים עובדים
Post Primary schools – Total	4	21	444	909	816	668	710	533	262	62	4,429	בתי ספר על־יסודיים— סך הכל
Secondary schools	—	10	270	553	389	265	192	129	53	21	1,882	בתי ספר תיכוניים
Prep. classes for teachers training colleges	—	—	19	47	30	17	9	2	—	—	124	מכינות לבתי מדרש למורים ולגננות
Secondary evening schools	—	1	4	4	9	13	13	9	11	4	68	בתי ספר תיכוניים של ערב
Continuation classes	1	1	2	12	45	67	136	101	47	6	418	כיתות המשך
Vocational schools	2	6	131	231	282	255	318	266	140	30	1,661	בתי ספר מקצועיים
Agricultural schools	1	3	18	62	61	51	42	26	11	1	276	בתי ספר חקלאיים
Teachers training colleges	2	2	14	21	52	46	45	28	3	1	214	בתי מדרש למורים ולגננות
Arab Education	*25*	*74*	*423*	*452*	*403*	*272*	*155*	*112*	*90*	*26*	*2,032*	חינוך ערבי
Thereof:												מזה:
Primary schools	21	64	393	427	389	259	142	99	79	15	1,888	בתי ספר יסודיים

לוח י"ט/14. — אחוז התלמידים שמעל לגיל התקין (1) לדרגת הכיתה, לפי דרגת הכיתה (חינוך עברי)

TABLE S/14.— PERCENTAGE OF PUPILS ABOVE NORMAL AGE (1) OF THEIR GRADE, BY GRADE (Hebrew Education)

(1951/52—1966/67 ; תשי"ב עד תשכ"ז)

Grade	תשכ"ז 1966/67	תשכ"ד 1963/64	תשכ"ב 1961/62	תשי"ז 1956/57	תשי"ב 1951/52	דרגת הכיתה
TOTAL	17.4	20.2	19.9	25.8	37.0	סך הכל
I	7.6	9.7	10.0	10.2	22.7	א
II	11.4	13.7	11.8	16.3	32.0	ב
III	14.4	17.9	15.0	28.1	39.4	ג
IV	17.5	21.7	19.0	27.9	44.5	ד
V	20.1	24.2	23.6	31.5	48.5	ה
VI	21.4	24.6	23.9	34.5	45.3	ו
VII	23.7	25.9	29.1	34.2	43.0	ז
VIII	23.6	24.3	29.7	34.8	40.0	ח

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(1) Grade I — age 6, grade II — age 7, etc.

(1) דרגת הכיתה א' — גיל 6, דרגה ב' — גיל 7, וכו'.

לוח י"ט/15. — תלמידים בבתי ספר של החינוך העברי, לפי סוג בית ספר, מין וגיל
(שיעורים ל־1,000 תושבים באוכלוסייה היהודית)

TABLE S/15.— PUPILS IN SCHOOLS OF THE HEBREW EDUCATION, BY TYPE OF SCHOOL, SEX AND AGE (Rates per 1,000 of the Jewish Population)

(1961/62 — 1968/69 תשכ"ב עד תשכ"ט)

Type of School	Age							גיל	סוג בית ספר
	14 — 17							6—13	
	17	16	15	14	בנות Girls	בנים Boys	סך הכל Total		
	TOTAL						סך הכל		
1961/62	359.6	498.5	640.5	822.6	614.1	595.9	605.1	977.3	תשכ"ב
1963/64	322.8	500.9	632.5	792.7	587.9	541.8	564.0	978.8	תשכ"ד
1966/67	377.0	540.6	683.8	849.5	660.8	582.4	620.3	980.4	תשכ"ז
	Primary Education						חינוך יסודי		
1961/62	28.8	51.7	108.2	311.9	127.8	150.6	139.9	971.2	תשכ"ב
1963/64	15.9	26.2	81.0	294.7	95.0	110.4	103.0	974.8	תשכ"ד
1966/67 — *Total*	7.4	21.3	56.5	269.5	82.0	99.4	91.0	977.7	תשכ"ז — סה"ה
Primary schools	0.2	2.7	25.2	219.5	61.7	65.4	63.6	952.5	בתי ספר יסודיים
School for handicapped children	1.0	2.5	8.5	21.9	7.3	10.0	8.7	23.8	בתי ספר מיוחדים
School for working youth	6.2	16.1	22.8	28.1	13.0	24.0	18.7	1.4	בתי ספר לנערים עובדים
	Post-Primary Education(1)						חינוך על יסודי(1)		
1961/62	330.8	446.8	532.3	510.7	486.3	445.3	465.2	6.1	תשכ"ב
1963/64	316.7	474.7	551.5	498.0	492.9	431.4	461.0	4.0	תשכ"ד
1966/67	369.6	519.3	627.3	580.0	578.8	483.0	529.3	2.7	תשכ"ז
1967/68	385.2	543.3	648.3	605.8	595.2	498.3	545.4	2.5	תשכ"ח
1968/69 — *Total*	407.0	567.9	646.5	642.1	610.2	518.3	563.0	2.4	תשכ"ט — סה"ה
Secondary schools	212.6	264.8	292.5	315.3	329.9	213.2	270.0	1.2	בתי ספר תיכוניים
Preparatory classes in teachers, training colleges	17.9	20.0	17.4	16.4	31.3	5.3	18.0	0.1	מכינות לבתי מדרש למורים ולגננות
Secondary evening schools	7.3	8.3	4.5	1.7	6.8	4.4	5.6	—	בתי ספר תיכוניים של ערב
Continuation classes	36.2	40.7	44.6	24.6	38.3	35.2	36.7	0.3	כיתות המשך
Vocational schools	107.9	196.5	246.2	254.0	172.3	224.9	199.2	0.7	בתי ספר מקצועיים
Agricultural schools	25.1	37.6	41.3	30.1	31.6	35.3	33.5	0.1	בתי ספר חקלאיים

(1) Excl. seminary classes in teachers training colleges.

(1) אינו כולל כיתות סמינריוניות בבתי מדרש למורים ולגננות.

לוח י״ט/16. — תלמידים בני 14 עד 17 בבתי ספר של החינוך העברי, לפי יבשת לידה (1), מין, גיל וסוג בית הספר

(שיעורים ל־1,000 באוכלוסייה היהודית)

TABLE T/16.— PUPILS AGED 14—17 IN SCHOOLS OF THE HEBREW EDUCATION, BY CONTINENT OF BIRTH, SEX, AGE AND TYPE OF SCHOOL

(Rates per 1,000 of the Jewish Population)

(1966/67—1968/69 ; תשכ״ז עד תשכ״ט)

Sex, Age and *Type of School*	Continent of Birth(1) יבשת הלידה(1) אירופה־אמריקה Europe-America	 אסיה־אפריקה Asia-Africa	 ישראל Israel	סך הכל Total	מין, גיל וסוג בית הספר
1966/67 — TOTAL	734.0	512.0	690.0	620.3	תשכ״ז – סך הכל
Primary Education	*48.2*	*133.4*	*52.4*	*91.0*	חינוך יסודי
Post-Primary Education (2)	*685.8*	*378.6*	*637.6*	*529.3*	חינוך על־יסודי(2)
	Post Primary Education(2)		חינוך על־יסודי(2)		
1967/68	736.7	384.3	659.3	545.4	תשכ״ח
1968/69 — TOTAL	755.0	411.2	715.1	563.0	תשכ״ט – סך הכל
	Sex			מין	
Boys	712.4	368.6	664.7	518.3	בנים
Girls	798.8	457.0	768.3	610.2	בנות
	Age			גיל	
14	850.0	485.5	898.6	642.1	14
15	838.6	504.5	757.1	646.5	15
16	768.7	406.9	689.4	567.9	16
17	597.0	247.2	510.6	407.0	17
	Type of School		סוג בית הספר		
Secondary Schools	436.0	143.5	364.2	270.0	בתי ספר תיכוניים
Preparatory Classes for Teachers' training colleges	25.5	9.9	39.8	18.0	מכינות לבתי מדרש למורים ולגננות
Secondary evening schools	4.4	6.2	6.8	5.6	בתי ספר תיכוניים של ערב
Continuation classes	66.9	12.9	60.0	36.7	כיתות המשך
Vocational schools	195.0	203.0	193.7	199.2	בתי ספר מקצועיים
Agricultural schools	27.2	35.7	50.6	33.5	בתי ספר חקלאיים

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(1) ילידי ישראל מוינו לפי יבשת לידת האב. בטור ישראל נכללו רק ילידי ישראל שגם אביהם ילידי ישראל.
(2) ראה הערה (1) ללוח כ/15.

(1) Israel born were classified by father's continent of birth. In the "Israel" column only Israel born whose fathers were born in Israel are included. (2) See note (1) to Table T/15.

לוח י"ט/17. — תלמידים בבתי ספר של החינוך העברי, לפי דרגת כיתה, סוג בית הספר ויבשת לידה (1) (אחוזים)

TABLE S/17.— PUPILS IN SCHOOLS OF THE HEBREW EDUCATION, BY GRADE, TYPE OF SCHOOL AND CONTINENT OF BIRTH(1) (Percentages)

(1963/64—1968/69 ;תשכ"ד עד תשכ"ט)

Grade and type of school	Continent of Birth (1) יבשת הלידה אירופה־אמריקה Europe-America	 אסיה־אפריקה Asia-Africa	 ישראל Israel	סך הכל Total	דרגת כיתה וסוג בית ספר
Primary Schools			**בתי ספר יסודיים**		
1963/64(2)	37.3	55.1	7.6	100.0	תשכ"ד(2)
1966/67(2) — TOTAL	31.6	59.3	9.1	100.0	תשכ"ז(2) – סך הכל
Grade					דרגת כיתה
I	24.7	63.2	12.1	100.0	א
II	26.2	62.8	11.0	100.0	ב
III	29.1	60.9	10.0	100.0	ג
IV	30.0	60.7	9.3	100.0	ד
V	32.7	58.8	8.5	100.0	ה
VI	34.8	57.2	8.0	100.0	ו
VII	36.4	56.2	7.4	100.0	ז
VIII	39.5	53.6	6.9	100.0	ח
Secondary Schools(3)			**בתי ספר על־יסודיים(3)**		
1963/64	67.7	25.9	6.4	100.0	תשכ"ד
1966/67	56.7	35.6	7.7	100.0	תשכ"ז
1967/68	§54.7	§37.1	§8.2	100.0	תשכ"ח
1968/69 — TOTAL	50.8	40.3	8.9	100.0	תשכ"ט – סך הכל
Grade					דרגת כיתה
IX	42.5	47.6	9.9	100.0	ט
X	47.7	43.8	8.5	100.0	י
XI	55.4	36.0	8.6	100.0	יא
XII	64.5	26.9	8.6	100.0	יב
XIII	77.5	14.6	7.9	100.0	יג
XIV	78.5	11.8	9.7	100.0	יד
Type of school					סוג בית ספר
Secondary schools	60.8	29.6	9.6	100.0	בתי ספר תיכוניים
Preparatory classes for Teachers' training colleges	53.3	30.9	15.8	100.0	מכינות לבתי מדרש למורים ולגננות
Secondary evening schools	24.5	67.4	8.1	100.0	בתי ספר תיכוניים של ערב
Continuation classes	70.4	18.6	11.0	100.0	כיתות המשך
Vocational schools	37.6	55.4	7.0	100.0	בתי ספר מקצועיים
Agricultural schools	31.1	59.5	9.4	100.0	בתי ספר חקלאיים
Teachers' Training Colleges			**בתי מדרש למורים ולגננות**		
1963/64	61.7	30.6	7.7	100.0	תשכ"ד
1966/67	61.0	33.0	6.0	100.0	תשכ"ז
1967/68	62.9	30.5	6.6	100.0	תשכ"ח
1968/69	62.0	30.5	7.5	100.0	תשכ"ט

(1) See note (1) to Table T/16. (2) Incl. pupils in classes without clear grade. (3) See note (1) to Table T/15.

(1) ראה הערה(1) ללוח כ/16. (2) כולל תלמידים בכיתות ללא דרגה ברורה. (3) ראה הערה (1) ללוח כ/15.

לוח י"ט/18. — תלמידים בחינוך הערבי (1), לפי דת

TABLE S/18.— PUPILS IN ARAB EDUCATION(1), BY RELIGION

(תש"ט עד תשכ"ט ; 1948/49—1968/69)

Religion	תשכ"ט 1968/69	תשכ"ח 1967/68	תשכ"ז 1966/67	תשכ"א 1960/61	תשי"ז 1956/57	תשי"ב 1951/52	תש"ט 1948/49	דת
TOTAL	**89,603**	**82,909**	**77,520**	**51,815**	**38,682**	**34,420**	**(11,213)**	סך הכל
Moslems	62,689	57,099	52,393	31,920	22,009	20,770	..	מוסלמים
Christians	17,789	17,214	16,807	13,709	11,627	9,680	..	נוצרים
Druzes	8,650	8,134	7,601	4,923	3,675	2,782	..	דרוזים
Others	475	465	719	1,263	1,371	1,188	..	אחרים
Educational System	*75,780*	*69,705*	*(2)63,862*	*40,768*	*29,244*	*(2)27,141*	*(2)7,501*	מערכת החינוך
Moslems	58,995	53,878	49,022	30,030	20,751	20,058	3,754	מוסלמים
Christians	8,218	7,807	7,355	6,014	4,985	4,354	2,753	נוצרים
Druzes	8,565	8,019	7,464	4,711	3,506	2,722	981	דרוזים
Others	2	1	21	13	2	7	13	אחרים
Boys	*43,693*	*40,924*	*37,498*	*25,152*	*20,240*	*18,095*	*5,904*	בנים
Moslems	33,976	31,688	28,810	18,898	14,987	13,645	3,125	מוסלמים
Christians	4,623	4,470	4,191	3,225	2,902	2,642	1,891	נוצרים
Druzes	5,097	4,765	4,476	3,019	2,350	1,802	881	דרוזים
Others	2	1	21	10	1	6	7	אחרים
Girls	*32,082*	*28,781*	*26,364*	*15,616*	*9,004*	*9,046*	*1,597*	בנות
Moslems	25,019	22,190	20,212	11,132	5,764	6,413	629	מוסלמיות
Christians	3,595	3,337	3,164	2,789	2,083	1,712	862	נוצריות
Druzes	3,468	3,254	2,988	1,692	1,156	920	100	דרוזיות
Others	—	—	—	3	1	1	6	אחרות
Non-Official Institutions	*13,823*	*13,204*	*13,658*	*11,047*	*9,438*	*7,279*	*3,712*	מוסדות בלתי רשמיים
Moslems	3,694	3,221	3,371	1,890	1,258	712	..	מוסלמים
Chritians	9,571	9,407	9,452	7,695	6,642	5,326	..	נוצרים
Druzes	85	112	137	212	169	60	..	דרוזים
Others	473	464	698	1,250	1,369	1,181	..	אחרים

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(1) כולל גני ילדים. (2) ההפרשים לעומת לוח כ/3 נובעים מכך שהנתונים עבור כל שנה מתייחסים למועדים שונים.

(1) Includes kindergartens. (2) Discrepancies in comparison with table T/3 are due to the fact that the figures refer to different dates each year.

לוח י״ט/19. — תלמידים בחינוך הערבי, לפי סוג החינוך
TABLE S/19.— PUPILS IN ARAB EDUCATION, BY TYPE OF EDUCATION

(תשכ״ט; 1968/69)

Type of Education	מוסדות חינוך אחרים Other Educational Institutions (1)	מוסדות במערכת החינוך Institutions in Educational System (1)	סך הכל Total	סוג החינוך
TOTAL	13,823	75,780	89,603	סך הכל
Kindergartens	2,695	9,538	12,233	גני ילדים
Primary education	8,663	62,151	70,814	חינוך יסודי
Post-primary education	2,465	3,723	6,188	חינוך על־יסודי
Teachers' training colleges	—	368	368	בתי מדרש למורים ולגננות

(1) See introduction to this chapter.

(1) ראה מבוא לפרק זה.

לוח י״ט/20. — תלמידים בחינוך הערבי (1), לפי מין, גיל וסוג החינוך
(שיעורים ל־1,000 באוכלוסייה הלא־יהודית)
TABLE S/20.— PUPILS IN ARAB EDUCATION (1), BY SEX, AGE AND TYPE OF EDUCATION

(Rates per 1,000 Non-Jewish Population)

(תשכ״ב עד תשכ״ט; 1961/62—1968/69)

Age and Type of Education	בנות Girls	בנים Boys	סך הכל Total	גיל וסוג החינוך
	Age 6 to 13		גיל 6 עד 13	
1961/62	699.1	900.0	804.1	תשכ״ב
1963/64	705.3	892.9	803.1	תשכ״ד
1966/67	760.0	921.0	844.1	תשכ״ז
	Age 14 to 17		גיל 14 עד 17	
Total				סך הכל
1961/62	121.0	221.2	173.4	תשכ״ב
1963/64	145.2	227.8	189.0	תשכ״ד
1966/67	156.7	293.3	227.8	תשכ״ז
Primary Education				בחינוך יסודי
1961/62	53.6	88.0	71.6	תשכ״ב
1963/64	62.6	86.8	75.4	תשכ״ד
1966/67	55.7	94.5	75.9	תשכ״ז
Post-Primary Education				בחינוך על־יסודי
1961/62	67.4	133.2	101.8	תשכ״ב
1963/64	82.6	141.0	113.6	תשכ״ד
1966/67	101.0	198.8	151.9	תשכ״ז
1967/68	100.6	225.3	165.3	תשכ״ח
1968/69	129.9	254.4	194.8	תשכ״ט

(1) Including official and non-official educational institutions.

(1) כולל מוסדות חינוך רשמיים ובלתי רשמיים.

לוח י״ט/21. — תלמידי חינוך על־יסודי, לפי דרגת הנחה בשכר לימוד, סוג בית הספר ודרגת הכיתה (חינוך עברי וערבי)

TABLE S/21.— PUPILS OF THE POST-PRIMARY EDUCATION, BY DEGREE OF REDUCTION IN SCHOOL FEES, TYPE OF SCHOOL AND GRADE (Hebrew and Arab Education)

(1966/67 ;1967/68 ; תשכ״ח ;תשכ״ז)

Type of School and Grade	אחוז ההנחה משכר לימוד(2) Percentage Reduction out of Fees(2)							אינם זכאים להנחה Not Entitled to. Reduct (2)	סך הכל Total (1)	סוג בית הספר ודרגת הכיתה
	100	80	60	50	40	20 (4	0			
	Hebrew Education								חינוך עברי	
1966/67	45,931	5,791	7,036	1,606	13,561	8,416	22,356	8,772	113,472	תשכ״ז
1967/68 — TOTAL	52,261	5,633	6,962	10,223	6,327	8,712	22,658	8,633	122,981	תשכ״ח–סך הכל
IX	18,693	1,700	2,137	2,787	1,776	2,440	7,266	3,551	41,021	ט׳
X	15,434	1,610	1,950	2,769	1,736	2,432	5,563	3,570	35,331	י׳
XI	11,774	1,389	1,645	2,522	1,632	2,172	5,389	904	27,880	י״א
XII	6,275	904	1,184	2,124	1,149	1,606	4,310	554	18,224	י״ב
XIII	59	20	35	13	16	33	74	25	303	י״ג
XIV	26	10	11	8	18	29	56	29	222	י״ד
SECONDARY — TOTAL	*19,014*	*2,836*	*3,707*	*1,484*	*3,628*	*5,045*	*14,750*	*6,414*	*57,537*	תיכוניים-סך הכל
Preparatory classes for teachers training colleges	1,791	224	275	98	292	357	724	460	4,268	מכינות לבתי המדרש למורים ולגננות
Secondary evening colleges	987	92	95	9	59	52	168	491	2,023	תיכוניים של ערב
Continuation classes	1,591	46	44	7,281	42	78	354	—	9,436	כיתות המשך
Vocational	21,727	2,203	2,575	493	2,082	2,091	5,685	1,268	38,920	בתי ספר מקצועיים
Agricultural	5,281	178	209	338	169	1,022	811	—	8,008	בתי ספר חקלאיים
Regional	1,870	54	57	520	55	67	166	—	2,789	בתי ספר אזוריים
	Arab Education (5)								חינוך ערבי (5)	
1966/67	2,130	279	45	18	20	18	50	956	3,516	תשכ״ז
1967/68 — TOTAL	2,501	747	54	24	20	25	87	1,162	4,638	תשכ״ח–סך הכל
IX	841	248	16	4	4	5	43	731	1,896	ט׳
X	635	179	9	6	2	3	7	421	1,266	י׳
XI	633	209	17	9	7	12	23	8	928	י״א
XII	392	111	12	5	7	5	14	2	548	י״ב
Secondary	1,964	685	49	24	17	22	75	1,157	4,007	תיכוניים
Vocational and Agricultural	537	62	5	—	3	3	12	5	631	בתי ספר מקצועיים וחקלאיים

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(1) הבדלים במספר התלמידים בהשואה ללוח יט/3, נובעים מהבדלים במועדים ובמקורות הנתונים, וכן מהבדלים בסיווג בתי ספר מקיפים או רב־סוגיים. תלמידי בתי הספר האזוריים המופיעים כסוג נפרד בלוח זה, נכללו בלוחות אחרים בהתאם לסוגי הלימודים שהשתתפו בהם. (2) ראה הסברים במבוא לגבי הסדרי שכר הלימוד המודרג. (3) בתשכ״ח, כולל תלמידים שדרגת ההנחה בשכר הלימוד איננה ידועה (בחינוך העברי — 1,572 בחינוך הערבי — 18). (4) כולל כ־1,500 תלמידים שנהנו מהנחה של 30% משכר הלימוד. (5) כולל בתי ספר על־יסודיים בלתי רשמיים שבפיקוח משרד החינוך והתרבות.

(1) Discrepancies between the number of pupils in this Table and Table S/3 derive from differences in the period and sources of data and in different classifications of comprehensive or multi-type schools. Pupils of regional schools, appearing as a separate type here, were classified in other tables according to the type of course. (2) See explanation in introduction (3) in 1967/68, incl. pupils of degree or reduction not known (in Hebrew education — 1572 in Arab education — 18). (4) Incl. about 1,500 pupils who were granted 30% reductions. (5) Incl. unofficial post-primary schools under the supervision of the Ministry of Education and Culture.

לוח י״ט/22. — התלמידים הזכאים לתעודת בגרות, לפי מין, וסוג בית הספר

TABLE S/22.—GRADUATES OF MATRICULATION EXAMINATIONS, BY SEX AND TYPE OF SCHOOL

(תש״ט עד תשכ״ח ; 1948/49—1967/68)

	חינוך ערבי Arab Education	Hebrew Education חינוך עברי			סך הכל Total	
		נבחנים חיצוניים External Graduates	נבחנים פנימיים Internal Graduates	סך הכל Total		
1948/49	—	—	802	802	802	תש״ט
1950/51	—	77	865	942	942	תשי״א
1956/57	77	364	2,540	2.904	2.981	תשי״ז
1960/61	94	226	3,238	3,464	3,558	תשכ״א
1963/64	82	(600)	6,573	7.173	7,255	תשכ״ד
1964/65	147	746	7,646	8,392	8,539	תשכ״ה
1965/66	139	860	7,183	8,182	8,182	תשכ״ו
1966/67	144	1,180	9,408	10,588	10,732	תשכ״ז
1967/68 — TOTAL	168	1,487	(2)8,859	10,346	10,514	תשכ״ח – סך הכל
	Sex				מין	
Males	142	1,049	3,839	4,888	5,030	זכר
Females	26	438	5,020	5,458	5,484	נקבה
	Type of School(1)				סוג בית הספר(1)	
Secondary school	167	774	7,626	8,400	8,567	בתי ספר תיכוניים
Secondary evening school	—	39	80	119	119	בתי ספר תיכוניים של ערב
Continuation classes	—	139	124	263	263	כיתות המשך
Vocational school	—	303	197	500	500	בתי ספר מקצועיים
Agricultural school	1	79	339	418	419	בתי ספר חקלאיים
Preparatory classes for teachers' training college	—	29	493	522	522	מכינות לבתי מדרש למורים ולגננות

(1) לגבי אקסטרנים — ביה״ס האחרון בו למדו. בסך הכל כלולים גם 124 נבחנים שביה״ס האחרון בו למדו היה אחר או לא ידוע.

(1) For externs — the last school attended. The total includes also 124 graduates for whom the last school attended was other or unknown.

לוח י"ט/23. — התלמידים ומקבלי התארים במוסדות האקדמיים (1)

TABLE S/23.— STUDENTS AND RECIPIENTS OF DEGREES IN ACADEMIC INSTITUTIONS(1)

(1948/49—1968/69 ; תש"ט עד תשכ"ט)

	תשכ"ט 1968/69	תשכ"ח 1967/68	תשכ"ז 1966/67	תשכ"א 1960/61	תשי"ז 1956/57	תשי"א 1950/51	תש"ט 1948/49	
Total								סך הכל
STUDENTS	32,389	28,520	25,541	10,836	5,842	3,022	1,635	תלמידים
Thereof: First year students	8,904	7,740	7,985	3,296	1,770	1,085	405	מזה: תלמידי שנה ראשונה
Research students	1,380	1,208	1,122	516	343	148	88	תלמידי מחקר
RECIPIENTS OF DEGREES	4,418	3,761 §	2,912 §	1,654	884	313	193	מקבלי תארים
The Hebrew University(2)								האוניברסיטה העברית(2)
STUDENTS	12,731	11,586	(3)11,458	7,020	3,666	2,068	957	תלמידים
Thereof: First year students	3,248	2,746	(3)3,019	2,096	1,112	799	215	מזה: תלמידי שנה ראשונה
Research students	829	767	659	431	306	146	86	תלמידי מחקר
RECIPIENTS OF DEGREES	2,367	2,160	1,734	1,004	536	125	58	מקבלי תארים
Technion — Israel Institute of Technology								הטכניון—מכון טכנולוגי לישראל
STUDENTS	5,659	5,115	(4)4,943	2,380	2,004	954	678	תלמידים
Thereof: First year students	1,053	947	1,017	541	658	286	190	מזה: תלמידי שנה ראשונה
Research students	281	189	204	85	37	2	2	תלמידי מחקר
RECIPIENTS OF DEGREES	924	815	746	591	248	188	135	מקבלי תארים
Tel Aviv University								האוניברסיטה של תל אביב
STUDENTS	7,102	6,308	4,825	825	—	—	—	תלמידים
Thereof: First year students	2,203	1,864	2,086	378	—	—	—	מזה: תלמידי שנה ראשונה
Research students	33	12	13	—	—	—	—	תלמידי מחקר
RECIPIENTS OF DEGREES	655	421	243	23	—	—	—	מקבלי תארים
Bar-Ilan University								אוניברסיטת בר אילן
STUDENTS	3,641	3,111	2,485	611	172	—	—	תלמידים
Thereof: First year students	1,106	1,176	988	281	..	—	—	מזה: תלמידי שנה ראשונה
Research students	5	8	11	—	—	—	—	תלמידי מחקר
RECIPIENTS OF DEGREES	271	204	199	36	—	—	—	מקבלי תארים
Haifa College								המכון האוניברסיטאי של חיפה
STUDENTS	2,203	1,829	1,267	—	—	—	—	תלמידים
Thereof: First year students	841	815	639	—	—	—	—	מזה: תלמידי שנה ראשונה
RECIPIENTS OF DEGREES	131	§61	§—	—	—	—	—	מקבלי תארים
The Negev Institute for Higher Education								המכון להשכלה גבוהה בנגב
STUDENTS(4)	719	264	282	—	—	—	—	תלמידים(4)
Thereof: First year students	453	192	236	—	—	—	—	מזה: תלמידי שנה ראשונה
Weizmann Institute of Science								מכון ויצמן למדע
STUDENTS	334	307	281	—	—	—	—	תלמידים
Thereof: Research students	232	232	235	—	—	—	—	מזה: תלמידי מחקר
RECIPIENTS OF DEGREES	70	100	—	—	—	—	—	מקבלי תארים

(1) ראה הגדרות במבוא. (2) כולל השלוחה בתל אביב (החל בתש"ך). (3) השלוחה בתל אביב לא התקבלו תלמידים הדשים לפקולטה למדעי החברה החל בתשכ"ו, ולפקולטה למשפטים החל בתשכ"ז. (4) הלומדים במכון להשכלה גבוהה בנגב, לקראת תואר מגיסטר בהנדסה נמנו בין תלמידי הטכניון.

(1) See defintions in the introduction. (2) Incl. Tel Aviv Branch (since 1959/60). (3) No new students were admitted in the Tel Aviv Branch; since 1965/66 — to the Social Sciences faculty and since 1966/67 — to the Law faculty. (4) Students of the Institute for Higher Education in the Negev, who study for the Msc. Eng. degree were included with the Technion.

לוח י״ט/24. — הסגל האקדמי במוסדות האקדמיים (תש״ט עד תשכ״ט)
TABLE S/24.— ACADEMIC STAFF IN ACADEMIC INSTITUTIONS (1948/49—1968,'69)

	תשכ״ט 1968/69	תשכ״ח 1967/68	תשכ״ז 1966/67	תשכ״א 1960/61	תשי״ז 1956/57	תשי״א 1950/51	תש״ט 1948/49	
The Hebrew University(1)								**האוניברסיטה העברית(1)**
Academic staff	1,432	1,371	1,343	925	638	278	208	הסגל האקדמי
Thereof: Profes. & Lectur.	990	908	706	338	185	116	98	מזה: פרופסורים ומרצים
Technion — Israel Institute of Technology								**הטכניון — מכון טכנולוגי לישראל**
Academic Staff	952	863	850	434	456	114	85	הסגל האקדמי
Thereof: Profes.& Lectur.	460	416	406	195	207	22	20	מזה: פרופסורים ומרצים
Tel Aviv University								**אוניברסיטת תל אביב**
Academic Staff	1,531	1,312	953	136	—	—	—	הסגל האקדמי
Thereof: Profes.& Lectur.	706	498	384	55	—	—	—	מזה: פרופסורים ומרצים
Bar Ilan University								**אוניברסיטת בר אילן**
Academic Staff	508	454	347	107	40	—	—	הסגל האקדמי
Thereof: Profes. & Lectur.	341	309	230	35	—	—	—	מזה: פרופסורים ומרצים
Haifa College								**המכון האוניברסיטאי של חיפה**
Academic Staff	270	216	151	—	—	—	—	הסגל האקדמי
Thereof: Profes. & Lectur.	85	71	62	—	—	—	—	מזה: פרופסורים ומרצים
The Negev Institute for Higher Education								**המכון להשכלה גבוהה בנגב**
Academic Staff	258	169	91	—	—	—	—	הסגל האקדמי
Thereof: Profes.& Lectur.	120	72	38	—	—	—	—	מזה: פרופסורים ומרצים
Weizmann Institute of Science								**מכון ויצמן למדע**
Academic Staff	112	114	105	—	—	—	—	הסגל האקדמי

(1) Incl. the Tel Aviv Branch (since 1959/60).

(1) כולל השלוחה בתל־אביב (החל מתש״ך).

לוח י״ט/25. — האוניברסיטה העברית (1), לפי תחום הלימוד (תשכ״ט)
TABLE S/25.— THE HEBREW UNIVERSITY(1), BY FIELD OF STUDY (1968/69)

	חקלאות Agriculture	מדעי הטבע ומתימטיקה Sciences	רפואה Medicine (4)	משפטים Law	מדעי החברה(3) Social Sciences(3)	מדעי הרוח(2) Humanities(2)	סך הכל Total	
ACADEMIC STAFF	94	401	390	54	171	322	1,432	**הסגל האקדמי**
Thereof: professors & lecturers	62	234	323	28	131	212	990	מזה: פרופסורים ומרצים
STUDENTS	482	2,075	819	1,092	3,354	4,909	12,731	**התלמידים**
Thereof: First year students	120	508	94	136	884	1,506	3,248	מזה: תלמידי שנה ראשונה
Females	55	731	185	300	1,474	3,160	5,905	נשים
Research students	79	383	91	20	45	211	829	תלמידי מחקר
RECIPIENTS OF DEGREES	116	499	131	307	691	623	2,367	**מקבלי תארים**
Thereof: Females	6	159	37	95	243	360	900	מזה: נשים
Bachelors	76	302	—	300	640	549	1,867	בוגרים
Thereof: Females	4	110	—	93	233	344	784	מזה: נשים
Masters	28	150	16	6	47	57	304	מוסמכים
Thereof: Famales	2	44	6	2	10	13	77	מזה: נשים
M.D., D.M.D., etc.	—	—	98	—	—	—	98	דוקטורים לרפואה
Thereof: Females	—	—	25	—	—	—	25	מזה: נשים
Ph.D., Dr. juris	12	47	17	1	4	17	98	דוקטורים לפילוסופיה
Thereof: Females	—	5	6	—	—	3	14	מזה: נשים

(1) כולל השלוחה בתל־אביב. (2) כולל ספרנות וארכיונאות. (3) כולל עבודה סוציאלית וקרימינולוגיה. (4) כולל רפואת שיניים, רוקחות ובריאות הציבור.

(1) Incl. the Tel Aviv Branch. (2) Incl. librarians and archivists. (3) Incl. Social Work and Criminology. (4) Incl. Dentistry, Pharmacology and public health.

לוח י״ט/26. — הטכניון — מכון טכנולוגי לישראל, לפי מחלקות

TABLE S/26.— TECHNION — ISRAEL INSTITUTE OF TECHNOLOGY, BY DEPARTMENTS

(1968/69 ; תשכ״ט)

	מדעים Sciences (3)	Engineering הנדסה							ארכיטק־טורה Archi-tecture	סך הכל Total	
		תעשיה וניהול Industry and Management	חקלאית Agri-cultural	אירו־נוטית Aero-nautic	כימית Chemical	חשמל Elec-trical	מכונות Mechani-cal (2)	אזרחית Civil (1)			
ACADEMIC STAFF	306	49	41	54	49	121	119	116	75	(4) 952	הסגל האקדמי
Thereof: Professors and Lecturers	114	27	22	23	22	45	50	86	62	(4) 460	מזה: פרופסורים ומרצים
STUDENTS	868	572	210	374	377	1,142	779	900	437	(5)5,659	התלמידים
Thereof: First year students	188	102	48	73	81	181	168	143	69	(5)1,053	מזה: תלמידי שנה ראשונה
Females	238	19	1	2	62	14	13	70	173	592	נשים
Research students	112	27	11	9	14	28	28	48	4	281	תלמידי מחקר
RECIPIENTS OF DEGREES	192	77	24	49	71	202	116	133	60	924	מקבלי תארים
Thereof: Females	42	1	—	—	16	2	—	21	13	95	מזה: נשים
Bachelors	140	63	20	45	57	167	98	112	55	757	מוסמכים
Thereof: Females	31	1	—	—	15	2	—	18	13	80	מזה: נשים
Magisters	34	14	4	3	11	30	17	17	4	134	מגיסטרים
Thereof: Females	5	—	—	—	1	—	—	2	—	8	מזה: נשים
Dr.Sc.	18	—	—	1	3	5	1	4	1	33	דוקטורים למדעים
Thereof: Females	6	—	—	—	—	—	—	1	—	7	מזה: נשים

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(1) כולל הנדסת מחצבים. (2) כולל הנדסת חומרים. (3) כולל הכשרת מורים, מדעי המחשב וכלכלה. (4) כולל 22 מורים כלליים, מהם 9 פרופסורים ומרצים. (5) הלימודים בערב נמשכים שנתיים והם שקולים לשנת הלימודים הראשונה בטכניון יום (כולל 104 תלמידים בלימודי ערב מהם 58 חדשים).

(1) Incl. Mining Engineering. (2) Incl. Materials engineering. (3) Incl. instruction of teachers, Computer Sciences and Economics Sciences. (4) Incl. 22 general teachers of whom 9 professors and lecturers. (5) Evening courses take two years and are equivalent to the first year in day courses. Incl. 104 students in evening colleges, thereof 58 new.

לוח י"ט/27. — אוניברסיטת תל אביב, לפי תחום הלימוד

TABLE S/27.— TEL AVIV UNIVERSITY, BY FIELD OF STUDY

(תשכ"ט ; 1968/69)

	מדעי הטבע ומתימטיקה Sciences	רפואה Medicine	משפטים Law	מדעי החברה Social Sciences	מדעי הרוח Humanities	סך הכל Total	
ACCADEMIC STAFF	329	480	39	221	462	1,531	הסגל האקדמי
Thereof: Professors and lecturers	180	175	20	99	232	706	מזה: פרופסורים ומרצים
STUDENTS	982	393	642	2,248	2,837	7,102	התלמידים
Thereof: Females	381	118	196	730	1,975	3,400	מזה: נשים
First-year students	240	111	248	639	965	2,203	תלמידי שנה ראשונה
Research students	30	—	—	—	3	33	תלמידי מחקר
RECIPIENTS OF DEGREES	178	31	—	115	331	655	מקבלי תארים
Thereof: Females	72	4	—	43	116	235	מזה: נשים
Bachelors	134	—	—	110	311	555	בוגרים
Thereof: Females	55	—	—	43	108	206	מזה: נשים
Masters	[illegible]	—	—	5	20	69	מוסמכים
Thereof: Females	17	—	—	—	8	25	מזה: נשים
M.D. D.M.D. etc	—	31	—	—	—	31	דוקטורים לרפואה
Thereof: Females	—	4	—	—	—	4	מזה: נשים

לוח י"ט/28. — אוניברסיטת בר־אילן, לפי תחום הלימוד

TABLE S/28.— BAR ILAN UNIVERSITY, BY FIELD OF STUDY

(תשכ"ט ; 1968/69)

	מדעי הטבע ומתימטיקה Sciences	מדעי החברה Social Sciences	מדעי הרוח Humanities	סך הכל Total	
ACCADEMIC STAFF	182	173	153	508	הסגל האקדמי
Thereof: Professors and lecturers	113	105	123	341	מזה: פרופסורים ומרצים
STUDENTS	696	1,212	1,733	3,641	התלמידים
Thereof: Females	414	698	1,258	2,370	מזה: נשים
First year students	183	409	514	1,106	תלמידי שנה ראשונה
Research students	—	2	3	5	תלמידי מחקר
RECIPIENTS OF DEGREES	76	73	122	271	מקבלי תארים
Thereof: Females	39	43	91	173	מזה: נשים
Bachelors	57	73	95	225	בוגרים
Thereof: Females	32	43	76	151	מזה: נשים
Masters	19	—	27	46	מוסמכים
Thereof: Females	7	—	15	22	מזה: נשים

7

לוח י״ט/29. — המכון האוניברסיטאי של חיפה, לפי תחום הלימוד

TABLE S/29.— HAIFA COLLEGE, BY FIELD OF STUDY

(1968/69 ; תשכ״ט)

	מדעי החברה Social Sciences	מדעי הרוח Humanities	סך הכל Total	
ACADEMIC STAFF	74	196	270	הסגל האקדמי
Thereof: Professors and lecturers	20	65	85	מזה: פרופסורים ומרצים
STUDENTS	689	1,594	2,283	התלמידים
Thereof: First year students	273	568	841	מזה: תלמידי שנה ראשונה
Females	299	1,097	1,396	נשים
Recipients of degrees	18	113	131	מקבלי תארים (בוגרים)
Thereof: Females	6	71	77	מזה: נשים

לוח י״ט/30. — המכון להשכלה גבוהה בנגב, לפי תחום הלימוד

TABLE S/30.— THE NEGEV INSTITUTE FOR HIGHER EDUCATION, BY FIELD OF STUDY

(1968/69 ; תשכ״ט)

	הנדסה Engineering	מדעי הטבע ומתימטיקה Sciences	מדעי החברה Social Sciences	מדעי הרוח Humanities	סך הכל Total	
ACADEMIC STAFF	107	62	89		258	הסגל האקדמי
Thereof: Professors and lecturers	54	28	38		120	מזה: פרופסורים ומרצים
STUDENTS	(1)254	117	88	260	719	התלמידים
Thereof: First year students	163	37	62	171	453	מזה: תלמידי שנה ראשונה
Females	4	57	50	173	284	נשים

(1) See note (4), to Table S/23.

(1) ראה הערה (4), ללוח י״ט/23.

לוח י״ט/31. — תלמידים במוסדות אקדמיים (1), לפי מין, גיל, יבשת לידה ותקופת עלייה, תואר ותחום לימוד

TABLE S/31.— STUDENTS IN ACADEMIC INSTITUTIONS(1), BY SEX, AGE, CONTINENT OF BIRTH AND PERIOD OF IMMIGRATION, DEGREE AND FIELD OF STUDY

(תשכ״ח ; תשכ״ט ; 1968/69 ; 1967/68)

	1968/69 תשכ״ט			תשכ״ח 1967/68	
	תלמידים לקראת תואר מוסמך ודוקטור Master and Doctor Degree Students	תלמידים לקראת תואר בוגר Bachelor Degree Students	סך הכל Total		
TOTAL	5,965	23,441	29,406	26,627	סך הכל
	Sex			מין	
Males	4,586	12,248	16,834	15,390	גברים
Females	1,379	11,193	12,572	11,237	נשים
	Age			גיל	
Up to 19	208	2,955	3,163	3,179	עד 19
20 — 21	415	7,162	7,577	7,891	20—21
22 — 24	1,344	8,20[illegible]	9,549	7,544	22—24
25 — 29	1,880	2,401	4,281	3,812	25—29
30 or more	1,856	1,970	3,826	3,505	30 ומעלה
Not known	262	748	1,010	696	לא ידוע
	Continent of Birth and Period of Immigration			יבשת לידה ותקופת עליה	
Born in Israel	3,429	13,010	16,439	15,048	ילידי ישראל
Father born in: Israel	318	1,752	2,070	1,847	האב יליד: ישראל
Asia-Africa	104	688	792	669	אסיה אפריקה
Europe-America	2,759	10,503	13,262	12,264	אירופה אמריקה
Not known	248	67	315	268	לא ידוע
Born in Asia-Africa	404	2,454	2,858	2,509	ילידי אסיה אפריקה
Thereof: immigrated up to 1954	254	1,526	1,780	1,683	מזה: עלו עד 1954
Born in Europe-America	1,942	7,590	9,532	8,847	ילידי אירופה אמריקה
Thereof: immigrated up to 1954	1,332	4,804	6,136	5,893	מזה: עלו עד 1954
Continent of birth not known	190	387	557	223	יבשת לידה לא ידועה
	Field of Study			תחום הלימוד	
Humanities	942	8,687	9,629	8,512	מדעי הרוח
Social Sciences	791	6,099	6,890	6,084	מדעי החברה
Law	62	1,645	1,707	1,893	משפטים
Medicine	1,008	87	1,095	946	רפואה
Sciences	1,703	3,048	4,751	4,525	מדעי הטבע והמתימטיקה
Agriculture	123	344	467	396	חקלאות
Engineering	1,336	3,531	4,867	4,271	הנדסה

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(1) Foreign students and students of special courses are not included (see introduction).

(1) לא נכללו תלמידים זרים ותלמידים בתוכניות לימוד מיוחדות (ראה מבוא).

7

לוח י"ט/32. — הוצאה לאומית לחינוך, לפי סקטור מבצע וסוג הוצאה

(במחירים שוטפים — מיליוני ל"י)

(1963/64—1966/1967)

	1963/64					1964/65				
	סך הכל Total	סקטור ציבורי Public Sector		מוסדות שלא למטרת רווח Non-Profit Institutions	אחר Other	סך הכל Total	סקטור ציבורי Public Sector		מוסדות שלא למטרת רווח Non-Profit Institutions	אחר Other
		ממשלה Government (2)	רשויות מקומיות Local Authorities				ממשלה Government (2)	רשויות מקומיות Local Authorities		
סך כולל	**464.2**	**144.8**	**103.9**	**178.9**	**36.6**	**579.0**	**172.3**	**134.0**	**230.2**	**42.5**
ההוצאה הלאומית השוטפת לשירותי חינוך(1)	*355.0*	*131.9*	*61.5*	*125.0*	*36.6*	*449.1*	*160.7*	*81.7*	*164.2*	*42.5*
הוצאות למנהל בסקטור הציבורי	13.4	9.5	3.9	—	—	16.6	12.0	4.6	—	—
גני ילדים	22.2	8.5	6.5	5.5	1.7	28.7	10.0	10.3	6.4	2.0
בתי ספר ומוסדות חינוך יסודיים	130.8	97.1	26.1	7.6	—	159.1	116.6	33.6	8.9	—
בתי ספר תיכוניים	42.9	1.6	18.6	22.7	—	51.9	1.9	23.7	26.3	—
בתי ספר מקצועיים וחקלאיים	50.1	8.4	3.9	33.0	4.8	61.9	9.7	5.8	40.9	5.5
מוסדות חינוך אקדמיים וגבוהים	51.3	.2	0.5	45.6	—	77.6	7.5	1.2	68.9	—
ישיבות ובתי ספר תורניים גבוהים	10.6	—	—	10.6	—	12.8	—	—	12.8	—
חינוך מבוגרים ולימוד עברית ושפות אחרות	3.2	1.6	1.3	—	0.3	5.1	3.0	1.7	—	0.4
בתי ספר ומוסדות חינוך לנמ"א	14.3	—	(3)0.7	—	(4)13.6	17.1	—	(3)0.8	—	(4)16.3
ספרי לימוד, מחברות וצורכי כתיבה שנקנו ע"י משקי בית	16.2	—	—	—	16.2	18.3	—	—	—	18.3
סך הכל ההשקעה בנכסים קבועים(5)	*109.2*	*12.9*	*42.4*	*53.9*	*(6)0.0*	*129.9*	*11.6*	*52.3*	*66.0*	*(6)0.0*
מבנים ועבודות עפר	93.3	11.4	38.7	43.2	—	110.8	10.3	48.8	51.7	(6)0.0
מכונות וציוד	15.9	1.5	3.7	10.7	(6)0.0	19.1	1.3	3.5	14.3	(6)0.0
תשלומי ריבית והפרשי הצמדה על הלוואות למימון שירותי החינוך	..	..	6.6	3.9	—	..	..	8.2	6.1	..

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(1) כולל הוצאה לשכר ומשכורת וכן קניות פחות מכירות שוטפות, של סחורות ושירותים (לא כולל ריבית והפרשי הצמדה); לא כולל שירותי חינוך הניתנים ע"י צה"ל; לא כולל הוצאה לפחת על בניינים וציוד של הסקטור הציבורי והמוסדות שלא למטרת רווח. (2) כולל שירותי חינוך של הסוכנות היהודית. (3) לימודי אומנות (מוסיקה ומחול וכו'). (4) מורים פרטיים, אומנות (מוסיקה ומחול וכו') לא כולל בתי ספר לנהיגה. (5) לפי הסקטור הקונה. (6) כלול בסעיף "מוסדות שלא למטרת רווח".

TABLE S/32.— NATIONAL EXPENDITURE ON EDUCATION, BY SECTOR IN CHARGE AND TYPE OF EXPENDITURE (At Current Prices — IL. Million)
(1962/63—1966/67)

	1966/67					1965/66				
			סקטור ציבורי Public Sector					סקטור ציבורי Public Sector		
	אחר Other	מוסדות שלא למטרת רווח Non-Profit Institutions	רשויות מקומיות Local Authorities	הממשלה Government (2)	סך הכל Total	אחר Other	מוסדות שלא למטרת רווח Non-Profit Institutions	רשויות מקומיות Local Authorities	ממשלה Government (2)	סך הכל Total
GRAND TOTAL	59.8	344.7	199.4	291.5	895.4	50.2	295.3	176.4	250.3	772.2
Total Current National Expenditure on Education Services (1)	*59.8*	*267.0*	*128.4*	*274.1*	*729.3*	*50.2*	*211.3*	*106.0*	*233.9*	*601.4*
Administrative expenses in the public sector	—	—	5.4	18.9	24.3	—	—	5.7	17.2	22.9
Kindergartens	5.0	9.8	16.7	15.3	46.8	2.3	8.3	13.2	13.4	37.2
elementary Schools	—	16.9	50.5	203.6	271.0	—	12.3	40.2	171.0	223.5
Secondary schools	—	38.7	38.2	1.6	78.5	—	34.0	33.2	2.6	69.8
Vocational and agricultural schools	13.7	64.5	11.9	15.2	105.3	6.6	55.2	8.6	12.8	83.2
Universities and other higher education institutions	—	119.9	2.7	16.3	138.9	—	85.7	1.8	12.6	100.1
Yeshivot and high rabbinical institutions	—	17.2	—	—	17.2	—	15.8	—	—	15.8
Adult education and teaching Hebrew and other languages	0.6	—	2.1	3.2	5.9	0.5	—	2.3	4.3	7.1
Schools and institutions n.e.s.	(4)15.3	—	(3)0.9	—	16.2	(4)19.6	—	(3)1.0	—	20.6
Text-books, copy-books and stationery bought by households	25.2	—	—	—	25.2	21.2	—	—	—	21.2
Total Capital Formation in Fixed Assets (5)	(6) ..	*77.7*	*71.0*	*17.4*	*166.1*	(6)*0.0*	*84.0*	*70.4*	*16.4*	*170.8*
Building and Construction works	(6) ..	61.9	67.6	15.2	144.7	(6)0.0	67.1	66.5	14.8	148.4
Machinery and equipment	(6) ..	15.8	3.4	2.2	21.4	(6)0.0	16.9	3.9	1.6	22.4
Interest and linkage adjustments Loan for financing educational services	..	7.0	12.5	..	..	..	8.3	7.7	..	..

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(1) Incl. expenditure on wages and salaries as well as current purchases minus sales of goods and services (excl. interest and linkage adjustment); excl. educational services granted by the I.D.F.; excl. amortization expenses on buildings and equipment of the public sector and the non-profit institutions. (2) Incl. educational services of the Jewish Agency. (3) Study of art (music, dancing, etc). (4) Private teachers of art (music, dancing, etc) ; excl. driving schools. (5) By purchasing sector. (6) Incl. in non-profit institutions.

לוח י"ט/33. — השיעורים הציבוריים לעברית למבוגרים מטעם משרד החינוך והתרבות

TABLE S/33.— PUBLIC HEBREW COURSES FOR ADULTS, SPONSORED BY THE MINISTRY OF EDUCATION AND CULTURE

(1951—1969)

January of each year ינואר כל שנה

	סך הכל Total		מזה: Thereof:			
			אולפנים Ulpanim		אולפני עבודה Work Ulpanim	
	כיתות Classes	לומדים Students	כיתות Classes	לומדים Students	כיתות Classes	לומדים Students
1951	808	14,437	32	907	8	190
1955	2,094	31,808	28	688	13	199
1960	806	13,135	66	1,138	32	496
1965	990	16,249	190	3,977	93	1,689
1967	823	14,118	88	1,749	84	1,474
1968	794	12,823	103	1,704	120	1,990
1969	796	14,345	137	3,159	114	1,959

לוח י"ט/34. — הביקור במוסדות להשתלמות מבוגרים (1) (בסיוע משרד החינוך והתרבות)

TABLE S/34.— ATTENDANCE AT THE INSTITUTIONS FOR ADVANCED STUDIES(1)

(Sponsored by the Ministry of Education and Culture)

(1956/57—1967/68 ; תשי"ז עד תשכ"ח)

	תשי"ז 1956/57	תשכ"א 1960/61	תשכ"ו 1965/66	תשכ"ז 1966/67	תשכ"ח 1967/68	
סך הכל	4,818	5,990	4,511	7,128	5,915	TOTAL
זמן החורף	2,521	3,394	3,835	5,166	4,081	Winter term
זמן הקיץ	1,497	2,596	2,676	1,962	1,834	Summer term
שיפור הלשון	438	694	488	494	305	Hebrew language profficiency
לימודי היהדות	322	552	409	941	575	Jewish studies
מדעי הרוח	1,069	1,454	1,932	1,831	819	Humanities
מדעי החברה	371	613	477	382	460	Social sciences
מדעי הטבע	201	298	428	253	140	Natural sciences
שפות	1,617	2,379	1,949	1,796	1,655	Foreign languages
אמנות ותחביבים	—	—	828	1,431	1,961	Art and hobbies

(1) Incl. courses of The Popular University in the three major towns and similar institutions.

(1) כולל קורסים של האוניברסיטה העממית ב־3 הערים הגדולות ושל מוסדות דומים.

לוח י״ט/35.— לומדים בקורסים להכשרה (1) והשתלמות מקצועית למבוגרים מטעם משרד החינוך והתרבות

TABLE S/35.— STUDENTS IN VOCATIONAL TRAINING COURSES AND SUPPLEMENTARY TRAINING FOR ADULTS, SPONSORED BY THE MINISTRY OF LABOUR

(1950—1968)

	1968	1967	1966	1965	1964	1960	1955	1950	
TOTAL	14,943	14,339	13,702	10,240	10,250	11,403	13,775	7,917	סך הכל
	Type of Course							סוג הקורס	
Elementary vocational training	11,461	9,343	7,352	5,600	6,528	5,263	4,547	7,273	הכשרה מקצועית
Supplementary vocational training	3,482	4,996	6,350	4,640	3,722	6,140	9,228	644	השתלמות מקצועית
	Vocation							המקצוע	
Building	285	413	1,050	1,400	1,230	833	1,097	5,429	בניין
Metal work	3,999	4,289	4,920	4,000	3,178	5,236	2,012	965	מתכת
Wood work	256	850	490	360	412	362	329	87	עץ
Clerical work	132	140	310	280	217	298	3,736	536	פקידות
Training of instructors foremen and technicians(2)	3,421	3,343	2,752	2,090	2,011	165	1,791	—	הדרכה, ניהול בעבודה, טכנאות(2)
Domestic economy, hotel keeping, sewing etc.	3,705	2,641	1,720	1,040	1,382	1,022	1,240	—	כלכלת בית, מלונאות, תפירה וכד׳
Miscellaneous	3,145	2,663	2,460	1,070	1,820	3,487	3,570	900	שונות

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(1) Excl. on the job training. (2) Incl. as from 1962, the Government Institute of Training of Foremen and Technicians.

(1) לא כולל אימון בעבודה. (2) כולל החל מ־1962 את המכון הממשלתי להכשרה ולהשתלמות מדריכים, מנהלי עבודה וטכנאים.

לוח ״ט/36. — האוכלוסייה בגילים 14 ומעלה, לפי מספר שנות הלימוד בבית ספר, המין, הגיל, יבשת הלידה ותקופת העלייה (אחוזים)

TABLE S/36.— POPULATION AGED 14 AND ABOVE, BY NUMBER OF YEARS OF SCHOOLING, SEX, AGE, CONTINENT OF BIRTH AND PERIOD OF IMMIGRATION (Percentages)

(1961 ; 1968)

	מספר שנות הלימוד Number of Years of Schooling					סך הכל Total	
	13 +	9–12	5–8	1–4	0		
האוכלוסייה היהודית Jewish Population							
1961(1)	9.9	34.6	35.4	7.5	12.6	100.0	1961(1)
1968(2) — TOTAL	11.9	38.1	31.9	7.7	10.4	100.0	1968(2) — סך הכל
Sex							מין
Males	13.2	39.9	34.0	7.7	5.2	100.0	זכרים
Females	10.6	36.3	29.7	7.7	15.7	100.0	נקבות
Age							גיל
14 — 17	0.9	71.4	26.0	1.2	0.5	100.0	14 עד 17
18 — 34	18.5	43.4	29.2	4.2	4.7	100.0	18 עד 34
35 — 54	11.1	29.9	37.1	9.3	12.6	100.0	35 עד 54
55 — 64	9.9	26.6	33.7	12.9	16.9	100.0	55 עד 64
65 and above	8.2	16.6	29.5	17.2	28.5	100.0	65 ומעלה
Continent of birth and period of immigration							יבשת לידה ותקופת עלייה
Born in Israel	17.3	58.5	21.4	1.4	1.4	100.0	ילידי ישראל
Born in Asia-Africa — Total	4.0	23.8	37.3	9.3	25.6	100.0	ילידי אסיה־אפריקה — סך הכל
Immigrated up to 1947	6.3	19.6	37.5	7.8	28.8	100.0	עלו עד 1947
1948 — 1954	3.8	22.3	37.9	9.8	26.2	100.0	מ־1948 עד 1954
1955 — 1960	3.5	28.3	37.3	9.1	21.8	100.0	מ־1955 עד 1960
since 1961	3.9	25.8	35.3	8.9	26.1	100.0	מאז 1961
Born in Europe-America — Total	15.6	38.0	33.4	10.2	2.8	100.0	ילידי אירופה־אמריקה — סך הכל
Immigrated up to 1947	18.0	43.5	31.9	4.1	2.5	100.0	עלו עד 1947
1948 — 1954	12.3	33.9	37.1	13.4	3.3	100.0	מ־1948 עד 1954
1955 — 1960	17.8	39.2	30.5	10.5	2.0	100.0	מ־1955 עד 1960
Since 1961	16.9	34.8	29.0	16.4	2.9	100.0	עלו מאז 1961
האוכלוסייה הלא־יהודית Non-Jewish Population							
1961(1)	1.5	7.6	27.5	13.9	49.5	100.0	1961(1)
1968(2)	1.3	11.5	30.8	13.6	42.8	100.0	1968(2)

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(1) Census of Population and Housing. (2) Labour Forces Survey.

(1) מפקד האוכלוסין והדיור. (2) סקר כוח אדם.

לוח י"ט/37. — בתי קולנוע ויבוא סרטים
TABLE S/37.— CINEMAS AND IMPORT OF FILMS
(1951/52—1968/69)

	1968/69	(2) 1967/68	1966/67	1965/66	1960/61	1956/57	1951/52	
Cinemas	283	301	298	303	252	181	(125)	בתי קולנוע
Seats	202,247	201,536	201,000	186,774	152,441	116,243	79,500	מקומות ישיבה
Attendance (million)	48.4	46.9	50.7	50.3	39.2	27.8	21.8	ביקורים (מיליונים)
Average attendance (1)	25.6	25.5	28.8	29.5	28.6	23.0	20.5	ממוצע ביקורים(1)
Imports of Full-Length Films, by Country of Production								יבוא סרטים ארוכים לפי ארצות ייצור
TOTAL	539	431	422	415	425	328	..	סך הכל
U.S.A	157	172	155	161	190	198	..	ארצות הברית
France	62	47	49	50	58	51	..	צרפת
Italy	104	77	73	61	30	31	..	איטליה
U.K.	18	35	35	32	55	22	..	הממלכה המאוחדת
U.S.S.R.	2	1	12	18	16	5	..	ברית"ם
Greece	17	6	15	12	1	—	..	יוון
India	23	23	23	16	3	4	..	הודו
Arab countries(3)	82	20	2	2	5	—	..	ארצות ערב(3)
Other Countries	74	50	58	63	67	17	..	ארצות אחרות

(1) לבני 15 ומעלה באוכלוסיה. (2) החל מ־1967/68 כולל מזרח ירושלים. (3) בעיקר מצרים ולבנון.

(1) For residents aged 15 and over. (2) As from 1967/68 including East Jerusalem. (3) Mainly from Egypt and Lebanon.

לוח י״ט/38. — מוסיאונים (1)

TABLE S/38. — MUSEUMS (1)

(1960/61 — 1968/69)

	שיעור הביקורים ל־1000 תושבים Rate of Visits per 1,000 Population (2)	ביקורים Visits	מזה: דווחו על מספר הביקורים Thereof: Reported on Number of Visits	מוסיאונים Museums	
1960/61	1,394	1,738,000	69	97	1960/61
1964/65	1,412	2,116,000	85	112	1964/65
1968/69 — TOTAL	1,857	3,137,000	123	144	1968/69 — סך הכל
	Type of Main Collection		סוג האוסף העיקרי		
Art	136	229,000	12	14	אמנות
Archeology	228	386,000	56	69	ארכיאולוגיה
History	407	688,000	15	19	היסטוריה
Natural Sciences and geography	137	232,000	13	13	טבע וידיעת הארץ
Ethnology and folklore	101	170,000	11	11	אתנולוגיה ופולקלור
Science and technology	22	37,000	5	6	מדע וטכנולוגיה
Zoos and botanical gardens	589	995,000	10	11	גני חיות וגנים בוטניים
General	237	400,000	1	1	כללי

(1) כולל אוספים קטנים. לא כולל אתרים, שמורות טבע, מנזרים, ומוסדות כנסייתיים במזרח ירושלים. (2) בני 15 ומעלה באוכלוסיה היהודית.

(1) Incl. small collections but not sites, nature reserves, convents and religious institutions in East Jerusalem. (2) Aged 15 and over in the Jewish population.

לוח י״ט/39. — ביקורים בתיאטרונים ובתזמורות

TABLE S/39.— ATTENDANCE AT CONCERTS AND THEATRES

(1961/62 — 1968/69)

	1968/69	1964/65	1961/62	
	Theatres (1)		תיאטרונים (1)	
Performances	2,760	3,289	2,383	הצגות
Attendances	2,063,032	2,295,000	1,556,000	ביקורים
Rates per 1,000 residents(2)	1,221	1,531	1,192	שיעורים ל־1,000 תושבים(2)
	Orchestras (3)		תזמורות (3)	
Concerts	478	449	395	קונצרטים
Attendances	594,550	642,000	549,100	ביקורים
Rates per 1,000 residents(2)	352	428	421	שיעורים ל־1000 תושבים(2)

(1) בכלל 9 תיאטרונים אשר סיפקו נתונים (לעומת 10 בשנים הקודמות) והאופרה הישראלית. (2) בני 15 ומעלה באוכלוסיה היהודית. (3) ב־1968/69 בכלל 7 תזמורות לעומת 5 בשנים הקודמות.

(1) Incl. 9 theatres (as against 10 in previous year) which supplied data and the Israel Opera. (2) Jews aged 15 and over. (3) Incl. 7 orchestras as against 5 in the previous years.

לוח י״ט/40.— ספרים שיצאו לאור בישראל (1), לפי נושא

TABLE S/40.— BOOKS PUBLISHED IN ISRAEL(1), BY SUBJECT

(1965/66 — 1967/68)

Subject	1967/68	1966/67	1965/66	הנושא
TOTAL	1,878	1,471	1,466	סך הכל
Generalities	17	10	17	כללי
Religion and Jewish studies	101	130	171	דתות ויהדות
Humanities	157	135	134	מדעי הרוח
Education	63	57	55	חינוך
Social sciences	47	16	13	מדעי החברה
Economics	52	35	50	כלכלה
Political science	97	42	66	מדעי המדינה
Law	22	13	10	משפטים
Sciences	112	100	106	מדעי הטבע
Agriculture	117	69	48	חקלאות
Medicine	42	35	12	רפואה
Engineering	82	33	38	הנדסה
Arts	38	26	63	אומנות
Literature — total	584	389	386	ספרות — סך הכל
Thereof: Hebrew Literature	251	169	186	מזה: ספרות מקורית
Children's books	175	154	145	ספרות ילדים
School textbooks	142	196	94	ספרי לימוד
Others	30	33	38	שונות

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(1) Including first and re-editions only.

(1) נכללו רק מהדורות ראשונות או מחודשות.

לוח י״ט/41. — ספריות ציבוריות ביישובים יהודיים, לפי צורת יישוב

(מרס—נובמבר 1968)

	סך כולל Grand Total	יישובים עירוניים Urban settlements			יישובים כפריים Rural settlements		
		סך הכל Total	ותיקים Veteran	חדשים New	סך הכל Total (1)	ותיקים Veteran	חדשים New
יישובים							
סך הכל	733	73	31	42	660	249	411
יישובים בעלי ספריה — ס״ה	*569*	*69*	*31*	38	*500*	*216*	*284*
ספריה קבועה	451	68	30	38	383	206	177
שירות ספריה ניידת בלבד	118	1	1	—	117	10	107
ישובים חסרי ספריה	*133*	*4*	—	*4*	*129*	26	*103*
לא ידוע אם קימת ספריה	*31*	—	—	—	*31*	7	24
ספריות קבועות(2)							
סך הכל	602	206	149	57	396	212	177
מזה: ענו לשאלון הסקר	543	206	149	57	337	189	141
קוראים פעילים(3) (באלפים)	227.3	173.1	137.7	35.4	54.1	33.6	13.8
מזה: עד גיל 13	94.3	81.0	63.8	17.2	13.2	5.3	4.3
בגילים + 14	126.2	89.1	71.9	17.2	37.1	25.4	9.1
ממוצע קוראים פעילים לספריה	364	893	984	656	163	181	99
כרכים — (באלפים)	4,328.7	2,093.5	1,714.1	379.4	2,235.2	1,674.7	478.9
מזה: ספרות ילדים	642.5	441.6	351.0	90.6	200.9	129.2	43.2
ספרות יפה	1,619.1	751.1	622.9	128.2	868.0	647.3	195.1
ספרי עיון	1,585.8	691.3	579.5	111.8	894.5	704.9	168.1
ממוצע כרכים לספריה (באלפים)	8.1	10.2	11.5	6.7	6.8	8.9	3.4

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(1) נתונים על הספריות האזוריות המשרתות 67 כפרים ומושבים נכללו רק בטורים אלה (7 ספריות ובהן כ־82 אלף כרכים)
(2) לא כולל 9 ספריות ניידות ובהן כ־50 אלף כרכים. (3) קיבלו ספר בהשאלה לפחות פעם אחת בחודש.

SURVEY OF PUBLIC LIBRARIES

TABLE 5/41.— PUBLIC LIBRARIES IN JEWISH SETTLEMENTS, BY TYPE OF SETTLEMENT

(III — XI 1968)

	קבוצים Qibbuzim	כפרים ומושבים Villages and Moshavim (1)	יתר הערים ויישובים עירוניים Other towns and urban settlements	שלוש הערים הגדולות The three large towns
Settlements				
TOTAL	233	427	70	3
Settlements with Libaries	220	280	66	3
Permanent libraries	220	163	65	3
Mobile library service	—	117	1	—
Settlements with no library	6	123	4	—
Not known	7	24	—	—
Permanent Libraries (2)				
TOTAL	225	171	137	69
Thereof: returned survey questionnaire	198	139	137	69
ACTIVE READERS(3) (1,000)	31.7	22.4	95.7	77.4
Thereof: up to the age of 13	3.0	10.2	49.2	31.8
Aged 14 and over	26.2	10.9	46.2	43.0
Average active readers per library	164	162	718	1,085
VOLUMES (1,000)	1,883.3	351.9	1,089.5	1,004.0
Thereof: Children's books	109.1	91.8	297.1	144.5
Belle lettres	706.4	161.6	383.5	367.6
Non-fiction	681.7	71.0	262.7	428.6
Average volumes per library (1,000)	9.6	2.6	8.4	13.6

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(1) Data on regional libraries which serve 67 villages and moshavim were included only in this column (7 librairies with about 82,000 volumes). (2) Excl. 9 mobile libraries with about 50,000 volumes. (3) Borrowed a book at least once a month.

לוח י״ט/42. — ביקור בקולנוע, במוסדות אמנות ובמופעי בימה שונים באוכלוסייה היהודית בגילים 14 ומעלה, לפי מין וגיל (אחוזים)

(ינואר January 1969)

	סה״כ	גברים Males					
	Grand total	סך הכל Total	14—17	18—29	30—44	45—59	60 +
בקרו לפחות פעם אחת בחודש הנסקר בקולנוע(1) — סך הכל	62.9	73.4	91.3	84.4	63.0	57.9	31.3
1—3 ביקורים	36.2	33.5	30.9	27.2	40.7	41.8	22.8
4+ ״	26.7	39.9	60.4	57.2	22.3	16.1	(8.5)
ממוצע ביקורים לחודש	1.9	2.1	3.5	3.2	1.7	1.5	0.8
במוסיאון	8.8	10.5	18.6	13.6	9.6	6.4	(5.5)
בקונצרט סימפוני	3.8	3.1	(0.8)	(1.6)	(2.9)	(3.9)	(6.9)
באופרה	2.1	1.8	(1.3)	(0.9)	(2.5)	(1.1)	(4.0)
בתיאטרון	15.1	15.4	16.5	18.9	16.2	15.5	(6.9)
במחזה מוסיקלי	6.2	6.2	(5.3)	7.5	6.9	6.4	(3.5)
במופע בידור קל	9.6	11.9	13.1	25.1	8.4	(5.7)	(2.3)
בערב ראיונות	4.9	6.0	(7.0)	10.9	(4.6)	(4.0)	(1.5)

(1) על כל 100 באוכלוסייה ראה תוצאות סקר קודם (יוני 1965) בשנתון סטטיסטי מס׳ 17, 1966, לוחות כ/38, כ/40 — 42.

לוח י״ט/43. — קריאת ספרים ועיתונים יומיים באוכלוסייה היהודית בגיל 14 ומעלה, לפי מין וגיל (אחוזים)

(ינואר January 1969)

	סך כולל	גברים Males					
	Grand total	סך הכל Total	14—17	18—29	30—44	45—59	60 +
קריאת ספרים במשך חודש							
אחוז הקוראים בכלל(1)	50.7	47.3	76.5	58.5	38.2	39.6	29.2
על כל 100 קוראים — קראו בחודש הנסקר							
ספר אחד	31.5	31.7	14.0	29.1	44.1	37.3	43.1
שני ספרים	28.8	29.5	27.7	32.6	28.2	26.4	30.7
שלושה ספרים	16.6	16.8	19.0	14.8	15.7	19.9	(14.8)
ארבעה ספרים	9.0	8.2	16.8	(7.0)	(4.3)	(7.4)	(3.4)
חמישה ספרים ויותר	14.0	13.8	22.5	16.5	(7.7)	(9.0)	(8.0)
קריאת עתונים יומיים במשך שבוע							
אחוז הקוראים עתון יומי כלשהו(2)	79.6	86.8	84.5	92.9	86.5	85.5	80.2
על כל 100 שקראו עתונים בשבוע הנסקר — קראו							
עתוני בוקר בלבד	24.8	18.4	10.2	8.7	11.9	25.7	45.2
עתוני ערב בלבד	39.8	41.2	57.4	56.3	41.1	26.0	20.5
עתוני בוקר וערב	35.4	40.4	32.4	35.0	47.0	48.3	34.3

(1) מתוך כלל הנחקרים — קראו לפחות ספר אחד בחודש. (2) מתוך כלל הנחקרים קראו עתון כלשהו לפחות באחד מימי השבוע.

SURVEY OF RADIO LISTENING AND ENTERTAINMENT HABITS

TABLE S/42.— ATTENDANCE AT CINEMAS, ART INSTITUTIONS AND VARIOUS ENTERTAINMENT AMONG THE JEWISH POPULATION AGED 14 AND OVER, BY SEX AND AGE (Percentage)

(January 1969 ינואר)

	Females					נשים
	60 +	45—59	30—44	18—29	14—17	סך הכל Total
Attended movies at least once during surveyed month(¹) TOTAL	22.2	48.8	55.8	80.6	87.2	59.5
1—3	19.6	36.7	39.8	45.1	51.3	38.9
4 +	(2.6)	12.1	16.0	35.5	35.9	20.6
Monthly average	0.4	1.2	1.4	2.5	2.7	1.6
At museums	(3.0)	6.4	(3.9)	8.9	16.9	7.2
At symphonic concerts	(5.5)	7.8	(2.8)	(2.0)	(5.1)	4.4
At theatres	(1.0)	(4.2)	(1.4)	(0.3)	(0.9)	2.3
At the opera	(5.1)	15.4	12.7	21.8	15.2	14.9
At musicals	(2.0)	(5.3)	6.8	8.7	(6.0)	6.2
At light entertainment show	(1.4)	(1.5)	(6.0)	13.0	16.1	7.3
At interview evenings	—	(1.1)	(5.4)	7.6	(2.5)	3.9

(1) Per 100 of the population, See Abstract N. 17, 1966, Tables T/38, T/40—T/42

TABLE S/43.— BOOK AND DAILY NEWSPAPER READING, AMONG JEWISH POPULATION AGED 14 AND OVER, BY SEX AND AGE (PERCENTAGES)

(January 1969 ינואר)

	Female					נשים
	60 +	45—59	30—44	18—29	14—17	סך הכל Total
	BOOK READING DURING THE MONTH					
Percent readers(1)	36.0	49.5	42.3	67.2	81.4	54.2
	Per 100 Readers — Read in the Surveyed Month					
One book	45.0	35.7	38.2	30.3	(13.1)	31.3
Two books	27.3	28.5	30.2	29.6	23.9	28.3
Three books	(9.5)	14.8	(13.2)	16.6	25.8	16.5
Four books	(7.0)	(7.0)	(4.8)	9.7	19.9	9.7
Five books and more	(11.2)	14.0	13.6	13.8	17.3	14.2
	DAILY NEWSPAPER READING DURING THE WEEK					
Percent read newspaper at all(2)	54.8	73.3	69.8	77.4	87.3	72.5
	Per 100 Who Read Newspapers in the Surveyed Week—Read					
Only morning papers	79.8	51.1	26.3	13.9	11.9	32.4
Only evening papers	6.4	17.5	43.3	50.5	62.1	38.1
Morning and evening papers	13.8	31.4	30.4	35.6	26.0	29.5

(1) Of total surveyed — at least one book during the month. (2) Of total surveyed — daily or at least one day of the week.

לוח י״ט/44. — האזנה לשידורי רדיו בקרב האוכלוסייה היהודית בגיל 14 ומעלה, לפי מועד השידור, התחנה המשדרת, מין וגיל (אחוזים)

(ינואר 1969)

שעות ותחנה	סך כולל Grand Total	גברים Males					
		סך הכל Total	14—17	18—29	30—44	45—59	+ 60
אחוז הנוהגים להאזין לרדיו (1)	92.6	93.5	97.0	95.1	92.3	95.7	86.1
על כל 100 הנוהגים להאזין לרדיו — נוהגים להאזין בערבי שבתות ובשבתות	72.6	74.2	67.5	78.6	79.0	74.0	63.6
על כל 100 הנוהגים להאזין לרדיו — האזינו(2) בשבוע הנסקר (מיום א׳ ועד מוצ״ש)	98.2	98.5	98.5	99.2	96.1	99.7	98.8
בימי החול — סך הכל	96.2	96.3	96.9	97.0	93.9	97.4	96.7
שעות:							
0600—0800	63.7	63.8	63.2	64.2	66.3	66.5	54.6
0800—1200	49.9	42.9	23.7	55.8	43.2	40.9	37.8
1130—1430	57.8	53.2	46.6	62.9	47.3	50.0	55.6
1400—1900	75.6	75.5	84.1	82.0	72.5	75.2	60.4
1900—0000	89.6	89.8	89.0	88.8	89.5	92.8	87.2
ביום ו׳ (1400—1600)	52.1	50.5	61.4	60.5	42.4	45.2	42.9
בערב שבת (1600 עד חצות)	61.1	63.9	57.1	64.9	65.9	74.0	60.9
בשבת (0800—1700)	63.7	65.6	60.5	70.5	70.7	67.7	49.0
במוצאי שבת (1700 עד חצות)	80.3	81.3	71.6	83.1	81.2	84.5	81.7
על כל 100 הנוהגים להאזין לרדיו — האזינו במשך השבוע הנסקר(2):							
למהדורות החדשות בעברית	89.6	91.3	98.5	98.2	91.9	92.8	67.3
לשידורי ישראל							
שידורים בעברית (פרט לחדשות) ברשת א׳	75.9	75.5	74.9	75.5	78.0	79.3	65.7
שידורים בעברית (פרט לחדשות) בגל הקל	84.5	82.8	92.8	94.2	77.0	81.5	62.5
שידורים בשפות אחרות פרט לעברית	46.8	47.3	27.4	26.3	46.1	64.9	79.7
לגלי צה״ל	66.6	69.4	91.4	88.6	66.2	56.8	37.4

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(1) מתוך כלל הנחקרים. (2) האזינו לפחות פעם אחת בפרק הזמן (או לסוג השידורים) הנקוב.

TABLE 5/44.— LISTENING TO RADIO BROADCASTS AMONG JEWS AGED 14 AND OVER, BY BROADCASTING TIME, BROADCASTING STATION, SEX AND AGE

(January 1969)

	Females					נשים
	+ 60	45—59	30—44	18—29	14—17	סך הכל Total
Percent Radio Listeners(1)	77.5	91.1	92.8	96.7	97.8	91.8
Listened on Friday night and Saturday per 100 listeners	66.6	73.0	74.4	72.5	61.5	71.4
Listened per 100 persons who use to listen(2) during the survey week (Sunday—Saturday night)	96.9	96.7	98.2	98.5	99.2	97.9
Weekdays — Total	93.2	94.1	95.7	98.0	98.2	96.0
Hours:						
0600—0800	41.3	66.4	70.9	62.0	69.3	63.7
0800—1200	48.4	53.8	69.1	67.9	22.3	56.9
1130—1430	55.8	61.9	69.9	66.3	47.1	62.4
1400—1900	57.2	67.2	74.6	84.0	92.4	75.7
1900—0000	84.5	90.4	89.4	89.5	91.6	89.3
Friday (1400—1600)	43.1	43.4	49.4	58.1	81.2	53.7
Friday night (1600 to midnight)	54.3	64.2	62.3	58.1	44.2	58.3
Saturday (0800—1700)	41.5	64.3	68.1	66.1	55.5	61.9
Saturday night (1700 to midnight)	82.2	81.2	79.8	77.3	76.8	79.3
Per 100 who use to listen — listened in the surveyed week(2)						
To Hebrew news editions	59.6	83.5	92.6	95.6	96.6	87.9
To Israel Broadcasts						
Hebrew Broadcasts (excl. news) channel A	62.1	72.2	80.3	81.1	77.7	76.2
Hebrew broadcasts (excl. news) light programme	64.9	78.9	88.7	95.3	95.6	86.3
Broadcasts in other languages excl. Hebrew	79.8	60.3	46.2	31.9	21.5	46.4
Army Programme	35.7	51.1	60.2	77.4	90.1	63.7

(1) Of total surveyed. (2) Listened at least once during the said period (or to the type of broadcast).

לוח י״ט/45. — הסתכלות בטלויזיה של האוכלוסייה היהודית בגיל 14 ומעלה, לפי מין וגיל (אחוזים)

TABLE S/45.— TELEVISION WATCHING AMONG THE JEWISH POPULATION AGED 14 AND OVER BY SEX AND AGE (PERCENTAGES)

(January 1969 ינואר)

מין וגיל Sex and Age	הסתכלו בכלל — Watched at All — (1)	Broadcasting Time (1) שעות השידור		
		1900—2000	2000—2100	2100—2300
על כל 100 בני 14 ומעלה באוכלוסייה היהודית – הסתכלו בשידורי הטלויזיה Per 100 aged 14 and over in the Jewish population — Watched Television				
הישראלית Israeli				
סך הכל TOTAL	**38.0**	**18.0**	**29.0**	**34.4**
גברים Males	*39.9*	*18.5*	*30.1*	*36.0*
14—17	53.0	20.0	40.3	47.9
18—29	42.2	19.9	29.8	38.0
30—44	42.1	20.3	33.7	37.5
45—59	37.2	16.7	27.8	35.0
60 +	25.4	15.0	20.1	22.0
נשים Females	*36.1*	*17.4*	*27.9*	*32.7*
14—17	36.9	19.5	27.5	32.3
18—29	40.1	18.5	29.9	35.6
30—44	42.5	22.9	35.2	39.0
45—59	34.4	13.4	25.7	31.4
60 +	19.4	10.6	15.5	18.9
מתחנות חו״ל Foreign Stations				
סך הכל TOTAL		9.1	9.6	9.3
גברים Males		9.9	10.8	10 2
נשים Females		8.4	8.4	8.4

(1) הסתכלו לפחות פעם אחת בשבוע הנסקר בשעות הערב בכלל (1900—2300) או בכל אחת מהשעות הנקובות בשידורי הטלויזיה הישראלית (ימים א׳, ג׳ ו־ה׳) או בשידורי חו״ל.

(1) Watched at least once in the survey week during evening hours (1900—2300) or in each of these hours — the Israeli programmes (Sundays, Tuesdays and Thursdays) or foreign programmes.

לוח י״ט/46. — דוברי עברית כשפת דיבור יומיומית יחידה או ראשונה בקרב האוכלוסייה היהודית

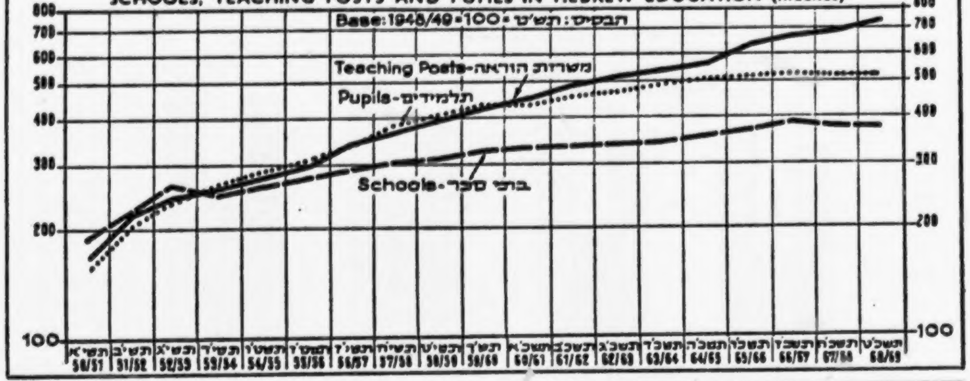
TABLE S/46.— PERSONS HEBREW SPEAKING, AS ONLY OR FIRST EVERYDAY LANGUAGE AMONG THE JEWISH POPULATION

(1914—1966)

	1914	XI 1948	1950	1954	1956	1961	1966	
דוברי עברית (בגיל 12 ומעלה)	(1)34,400	511,000	679,000	861,000	..	1,391,400	..	Hebrew Speaking (Aged 12 years and over)
שיעורים ל־100 באוכלוסייה היהודית								Rates per 100 of the Jewish population
הגיל 2 ומעלה	(2)(1)40.0	75.1	60.0	60.9	..	75.3	..	Age 2 and over
2 עד 14	(2)(1)53.7	93.4	80.3	(3)83.9	..	92.8	..	2 — 14
15 ומעלה	(2)(1)25.6	69.5	52.0	(4)52.8	(4)58.4	67.4	(4)69.3	15 and over

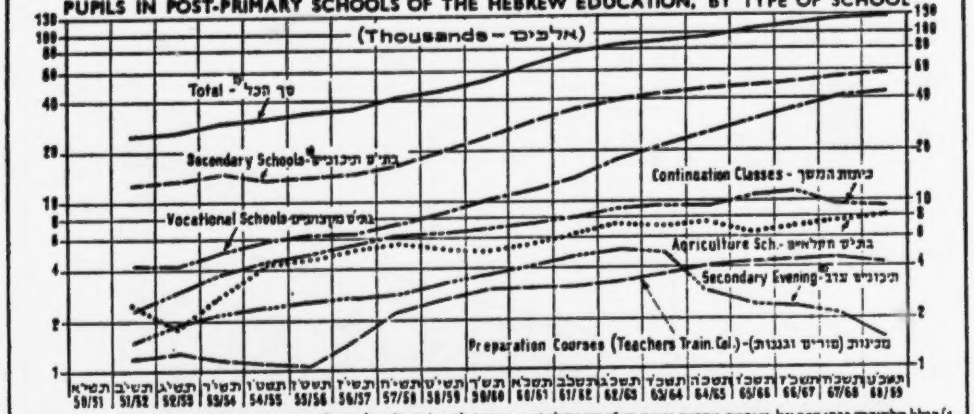
(1) מגיל שנה ומעלה (אומדן). (2) אינו כולל ירושלים. (3) בגיל 2 עד 13. (4) מגיל 14 ומעלה.

(1) Aged one year and over (estimate). (2) Excluding Jerusalem. (3) Aged 2 — 13. (4) Aged 14 and over.



בתי ספר, משרות הוראה ותלמידים בחינוך העברי (מדדים)

SCHOOLS, TEACHING POSTS AND PUPILS IN HEBREW EDUCATION (indexes)

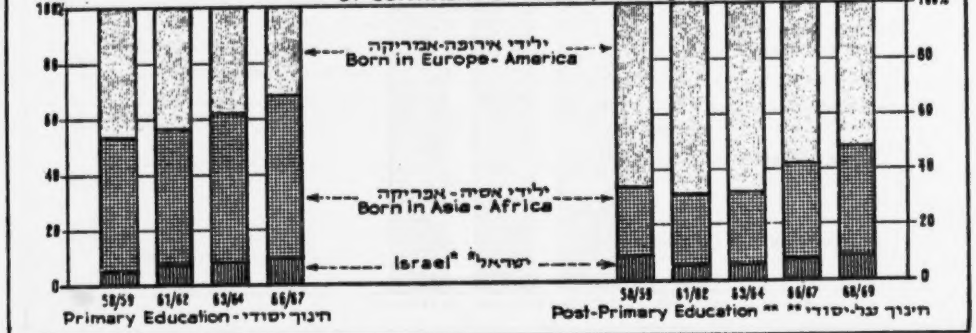


תלמידים בבתי ספר על יסודיים של החינוך העברי, לפי סוג בית הספר

PUPILS IN POST-PRIMARY SCHOOLS OF THE HEBREW EDUCATION, BY TYPE OF SCHOOL

1) כולל תלמידים בבתי ספר על-יסודיים אחרים בשנים תש"ך עד תשכ"ה (ראה הערה 2 לוח יע/1) 2) החל בתשכ"ה מוינו הישיבות התיכוניות עם בתי"ס התיכוניים

1) Incl. pupils in other post-primary sch. in 1959/60-1964/65 (See note 2. table S/1) 2) As from 1964/65 Yeshiva schools were classified with sec. sch.



תלמידים בבתי ספר יסודיים ועל יסודיים של החינוך העברי, לפי יבשת הלידה (אחוזים)

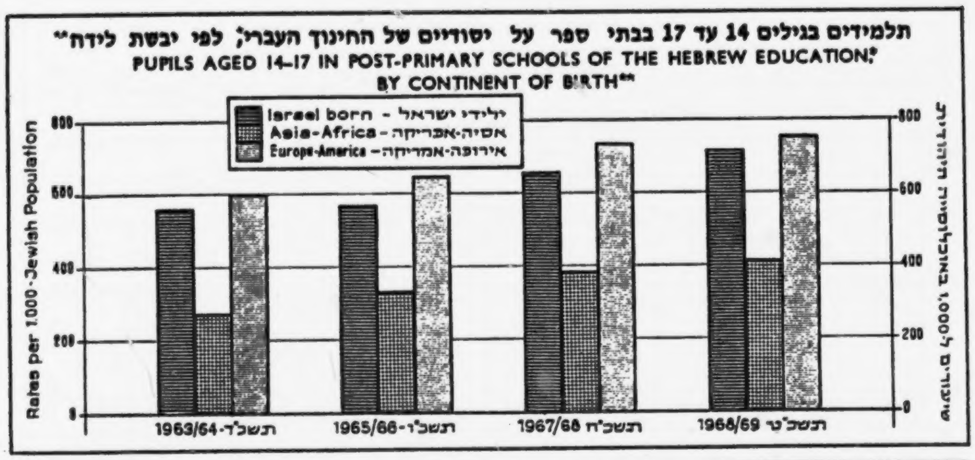
PUPILS IN PRIMARY AND POST-PRIMARY SCHOOLS OF THE HEBREW EDUCATION, BY CONTINENT OF BIRTH (Percentages)

*See note (1) to table S/16.

ראה הערה (1) ללוח יע/16.

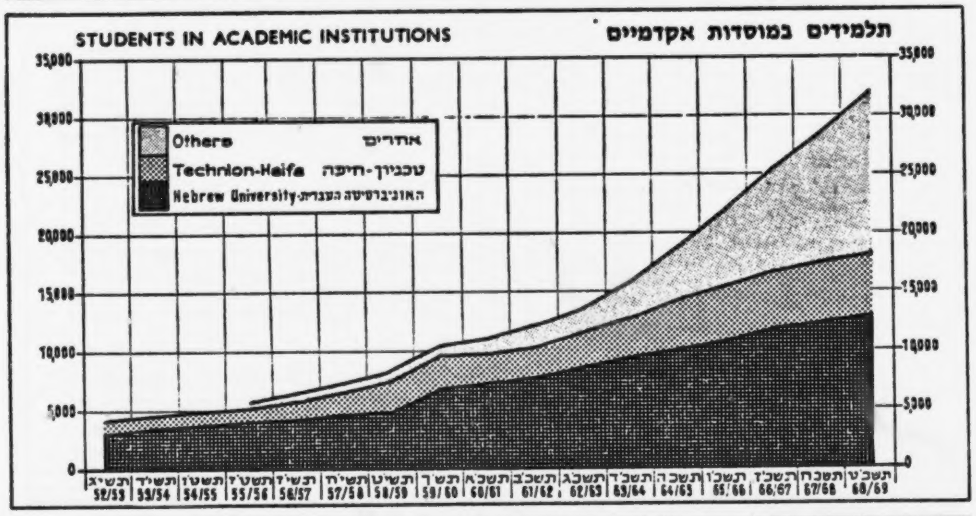
**Excl. Seminary Classes in teachers training colleges.

אינו כולל כיתות סמינריוניות בבתי מדרש למורים ולגננות.

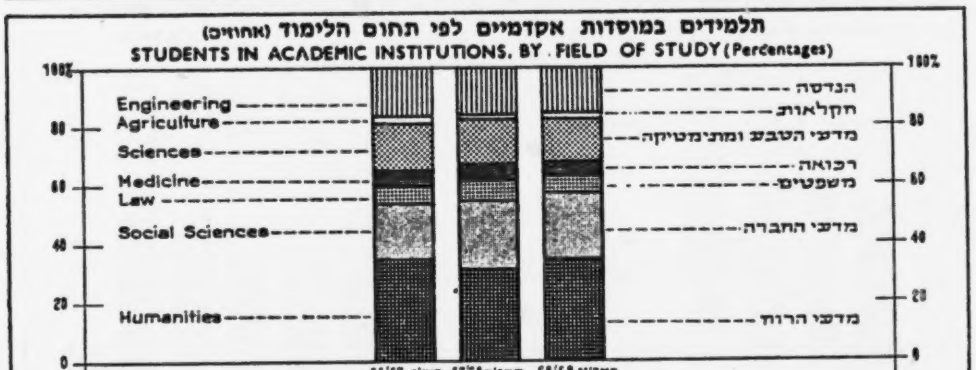


תלמידים בגילים 14 עד 17 בבתי ספר על יסודיים של החינוך העברי,* לפי יבשת לידה**

PUPILS AGED 14–17 IN POST-PRIMARY SCHOOLS OF THE HEBREW EDUCATION,* BY CONTINENT OF BIRTH**



STUDENTS IN ACADEMIC INSTITUTIONS תלמידים במוסדות אקדמיים



תלמידים במוסדות אקדמיים לפי תחום הלימוד (אחוזים)

STUDENTS IN ACADEMIC INSTITUTIONS, BY FIELD OF STUDY (Percentages)

*Excluding seminary classes in teachers' training colleges. * אינו כולל כיתות סמינריוניות בבימ"ד למורים ולגננות.

** Israel born, classified by father's continent of birth. ** ילידי ישראל מוינו בהתאם ליבשת הלידה של האב

לוח י"ג/11. — בתי ספר של החינוך העל יסודי ובתי מדרש למורים ולגננות, לפי סוג בית הספר ותכונות נבחרות של המבנים (חינוך עברי)

TABLE M/11.— POST-PRIMARY EDUCATION SCHOOLS AND TEACHERS' TRAINING COLLEGES, BY TYPE OF SCHOOL AND SELECTED CHARACTERISTICS OF BUILDINGS (Hebrew Education)

(1967/68 ; תשכ"ח)

	Type of school סוג בית הספר									
	Combined רב־סוגי									
	צירופים אחרים(1) Other Combination	בתי מדרש ומכינות Colleges and Preparatory	תיכון מקצועי Secondary and Vocational	חקלאי Agricultural	מקצועי Vocational	כיתות המשך Continuation Classes	תיכון ערב Secondary Evening	תיכון בוקר Secondary Morning	סך הכל Total	
Schools	9	45	45	28	154	117	17	134	549	בתי ספר
Pupils	2,931	9,740	12,765	7,708	30,439	8,963	2,533	50,139	125,218	תלמידים
Class Rooms	98	314	445	200	982	460	97	1,645	4,241	חדרי לימוד
Rooms for practical studies										חדרים ללימודים מעשיים
Laboratories	8	58	48	40	54	134	5	210	557	מעבדות
Workshops	38	69	111	48	835	149	5	85	1,340	סדנאות
Auxiliary rooms	35	262	239	192	817	14	54	925	2,538	חדרי ספח
Percent pupils in schools with laboratories for —										אחוז התלמידים הלומדים בבתי ספר בהם קיימת מעבדה
Physics(2)	(48)	56	43	(35)	34	56	(11)	76	55	לפיסיקה(2)
Chemistry	(9)	27	44	(52)	27	34	(12)	62	44	לכימיה בלבד
Biology(3)	(36)	33	12	(54)	2	28	(0)	58	33	לביולוגיה(3)
Physics, chemistry and biology	(18)	38	32	(27)	5	27	(11)	25	22	לפיסיקה, לכימיה ולביולוגיה
Percent schools(4) with auxiliary rooms										אחוז בתי הספר(4) בהם קיימים חדרי ספח
Dining room	(100)	95	98	(96)	91	×	(94)	96	94	חדר מנהל
Teachers' common room	(100)	84	93	(93)	91	×	(65)	98	92	חדר מורים
Secretarial	(100)	82	71	(71)	83	×	(59)	95	84	מזכירות
Library	(43)	73	60	(79)	42	×	(18)	74	59	ספרייה
Sick bay	(71)	34	62	(46)	50	×	(41)	72	56	חדר רופא או אחות

(1) כגון: בית ספר תיכון עם בית ספר חקלאי. (2) כולל גם מספר קטן של מעבדות דו־שימושיות לפיזיקה ולכימיה. (3) כולל גם מספר קטן של מעבדות דו שימושיות לביולוגיה ופיזיקה ולביולוגיה וכימיה. (4) ללא בתי הספר בקיבוצים ובקבוצות.

(1) E.g., Secondary and agricultural, etc. (2) Includes also few two-purpose laboratories for physics and chemistry. (3) Includes also few two-purpose laboratories for biology and physics and biology and chemistry. (4) Excl. Schools in qibbuzim and qevuzot.

לוח י״ג/12. — חדרי לימוד, שטח ממוצע לתלמיד (1) ולחדר לימוד (מ״ר), לפי שנת סיום הבנייה של המבנים (חינוך עברי)

TABLE M/12.— CLASSROOMS, AVERAGE AREA PER PUPIL(1) AND OF CLASSROOM (sq.m.) BY YEAR OF COMPLETION OF BUILDING (Hebrew Education)

(תשכ״ח 1967/68)

שנת סיום בנייה Year of Completion of Building	סך הכל Total	סוג בית ספר Type of school							
							רב־סוגיים Combined		
		תיכון בוקר Secondary Morning	תיכון ערב Secondary Evening	כיתות המשך Contiuation Classes	מקצועי Vocational	חקלאי Agricultural	תיכון ומקצועי Secondary and Vocational	בתי מדרש ומכינות Colleges and Preparatory Classes	צירופים אחרים Other Combination (2)
חדרי לימוד Class rooms									
סך הכל TOTAL	4,241	1,645	97	460	982	200	445	314	98
עד Up to 1947	683	255	38	40	169	36	66	59	20
1948—1959	1,100	330	40	245	265	88	46	70	16
1960—1964	1,249	640	10	91	216	36	147	84	25
1965—1967	1,130	399	—	81	299	40	178	96	37
לא ידוע	79	21	9	3	33	—	8	5	—
שטח ממוצע לתלמיד בחדר לימוד Average Area per pupil in classroom									
סך הכל TOTAL	1.59	1.47	1.61	2.11	1.40	1.67	1.72	1.51	1.66
עד Up to 1947	1.33	1.20	1.52	2.01	1.22	1.32	1.71	1.38	1.44
1948—1959	1.62	1.47	1.74	2.11	1.54	1.41	1.49	1.51	1.53
1960—1964	1.63	1.57	1.47	2.19	1.58	2.44	1.57	1.64	1.56
1965—1967	1.70	1.51	—	2.01	1.90	1.59	1.91	1.50	1.94
לא ידוע	1.61	1.40	1.58	5.02	1.53	—	2.07	1.40	—
שטח ממוצע לחדר לימוד Average Area per Classroom									
סך הכל TOTAL	47.1	46.8	44.3	44.6	46.8	54.4	48.7	46.2	48.8
עד Up to 1947	39.3	38.1	39.2	38.2	37.3	44.5	46.1	39.2	44.2
1948—1959	46.9	47.0	46.8	45.6	47.7	51.0	43.0	45.7	48.1
1960—1964	49.9	50.4	51.8	45.7	46.3	77.1	47.9	51.3	48.0
1965—1967	49.0	46.8	—	43.0	52.3	50.4	51.9	46.3	52.0
לא ידוע	42.8	38.8	46.1	63.7	40.4	—	49.0	47.2	—

(1) בחדר לימוד — ללא חדרים פנויים ו״כלליים״ חדרי לימוד ״כלליים״ — חדרי לימוד בהם לומדים קבוצות תלמידים מכיתות שונות. (2) ראה הערה (1) ללוח י״ג/11.

(1) In classroom — excl. vacant and general rooms. "General" rooms are rooms for groups of pupils from different classes.

(2) See note (1) to Table M/11.

לוח כ״ד/13. — מוסדות חינוך, לפי רשות מנהלת (1)

TABLE X/13.— EDUCATIONAL INSTITUTIONS, BY CONTROLLING AUTHORITY (1)

(XII 1968)

	Area (1) אזור			
	רצועת עזה וצפון סיני Gaza Strip and North Sinai	יהודה ושומרון Judaea and Samaria	סך הכל Total	
TOTAL			**סך הכל**	
INSTITUTIONS(1)	190	848	1,038	מוסדות
CLASSES	2,072	4,734	6,806	כיתות
PUPILS	100,514	162,750	263,264	תלמידים
Government Institutions			**מוסדות ממשלתיים**	
Institutions(1)	76	670	746	מוסדות
Classes	894	3,509	4,403	כיתות
Pupils	44,339	120,968	165,307	תלמידים
UNRWA Institutions			**מוסדות של סוכנויות הסעד והתעסוקה**	
Institutions(1)	101	83	184	מוסדות
Classes	1,157	742	1,899	כיתות
Pupils	55,025	25,690	80,715	תלמידים
Other Institutions			**מוסדות אחרים**	
Institutions(1)	13	95	108	מוסדות
Classes	21	483	504	כיתות
Pupils	1,150	16,092	17,242	תלמידים

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(1) Not including Golan Heights (10 institutions and 58 Classes)

(1) לא כולל רמת הגולן (10 מוסדות ו־58 כיתות)

לוח כ"ד/14. — תלמידים (1), לפי מין, סוג מוסד ודרגת כיתה

TABLE X/14.— PUPILS, BY SEX, TYPE OF INSTITUTION AND GRADE

(XII 1968)

Type of institution and Grade	Territory אזור רצועת עזה וצפון סיני Gaza Strip and North Sinai	 יהודה ושומרון Judaea and Samaria	Total סך הכל מזה: מוסדות סעד"ת Thereof: UNRWA Institutions	 סך הכל Total	סוג מוסד ודרגת כיתה
TOTAL	**100,514**	**162,750**	**80,715**	**263,264**	**סך הכל**
Thereof: Boys	54,514	96,711	41,948	151,225	מזה: בנים
Kindergartens	*725*	*5,871*	—	*6,596*	גני ילדים
Primary Schools — Total	*64,906*	*113,699*	*58,667*	*178,605*	בתי ספר יסודיים — סך הכל
I	15,183	25,203	12,582	40,386	א'
II	10,423	21,533	9,314	31,956	ב'
III	10,010	18,476	9,346	28,486	ג'
IV	9,858	18,400	8,814	28,258	ד'
V	10,152	16,448	9,557	26,600	ה'
VI	9,280	13,639	9,054	22,919	ו'
Preparatory Schools — Total	*22,198*	*27,665*	*21,087*	*49,863*	בתי ספר מכינים — סך הכל
VII	8,777	11,672	8,434	20,449	ז'
VIII	6,775	8,859	6,583	15,634	ח'
IX	6,646	7,134	6,070	13,780	ט'
Post-Primary Schools — Total	*12,514*	*13,776*	—	*26,290*	בתי ספר על-יסודיים — סך הכל
X	4,311	5,322	—	9,633	י'
XI	4,677	4,799	—	9,476	י"א
XII	3,526	3,655	—	7,181	י"ב
Teachers' Training Colleges — Total	*171*	*1,739*	*961*	*1,910*	בתי מדרש למורים — סך הכל
XIII	105	916	326	1,021	י"ג
XIV	66	799	611	865	י"ד
XV	—	24	24	24	ט"ו

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(1) Not includeel are 1,724 pupils in the Golan Heights most of whom (1,283) attend primary schools.

(1) לא נכללו 1,724 תלמידים ברמת הגולן אשר רובם (1,283) לומדים בבתי ספר יסודיים.

Appendix 4—Selections from "Jewish Communal Services; Programs and Finances", Published by Council of Jewish Federations and Welfare Funds, July 1969

AID TO ISRAEL AND OTHER OVERSEAS AREAS

From 1948 through 1969: UJA aid to the Jewish Agency for Israel totalled over 1.2 billion—Israel Bond sales in the United States totalled over $1,109 million

Aid to Israel by Jews in the United States is channelled through the United Jewish Appeal and other overseas agencies and through the Israel Bond drive. From 1948 through 1969 the UJA provided over 1.2 billion dollars for the Jewish Agency for Israel (via the United Israel Appeal which included transmissions of $115 million to the Jewish National Fund, mainly between 1948 and 1952). The Joint Distribution Committee used UJA funds for its program in Israel to the extent of about $185 million.[1] Hadassah raised about $200 million in this period. Sales of Israel Bonds were over $1,109 million in the U.S. (Figures above were updated in February 1970.)

United States governmental assistance and restitution payments from Germany are the other major external sources of aid to Israel. U.S. Government aid to Israel through 1966 was about $1,105 million, but this included $476 million in loans of which at least $273 million was later repaid; grants and technical aid of $278 million; and surplus food valued at $348 million. This included grants and loans in local currency, partially repaid. In 1967, U.S. Government aid, exclusively in the form of loans, rose $32 million on a net basis after repayment of about $21 million.[2]

PHILANTHROPIC PROGRAMS FOR ISRAEL

Philanthropic funds have continued to be an important source of income for Israel's economy. These funds are specifically earmarked for welfare, health and educational programs. A by-product effect is that the exchange of dollars for pounds is helpful to the economy of the country.

American Jewish philanthropic agencies reporting to the CJFWF had available for overseas purposes about $283.5 million in 1967 and $101.2 million in 1966. Over 80 percent of these funds are generally available for Israel purposes, but this figure rose to over 90 percent in 1967. Campaigns in other overseas countries also provide funds for programs in Israel. The Bank of Israel reported global transmissions of about $323 million to Israel in 1967 compared with $97 million in 1966.

In addition, *net* receipts from sale of Israel Bonds in 1967 totalled $175 million, after redemption and conversion, contrasted with net receipts in 1966 of $11 million after similar redemptions.[3]

Immigration since the creation of the State of Israel in 1948 through 1968 totalled about 1,300,000[4] while about 184,000 Jews migrated from Israel to other countries. Major migration took place from 1948 through 1951 when about 685,000 Jews entered Israel. About 90,000 Jews migrated in the next four years (1952–55) but there was a surge forward in the next two years (1956–57) when over 127,000 Jews migrated to Israel.

The immigration pace slackened in the next three years (1958–60) when about 75,000 Jews went to Israel, but the tempo of movement was heightened again in the ensuing four years (1961–64) when almost 230,000 Jews migrated to Israel. Movement in 1966 and 1967 declined to the 1952–55 level, but rose to the 1965 level (over 30,000) again in 1968.

The waves of immigration were related to opportunities which existed at particular times: the post-war migration of displaced persons; movements from Eastern Europe when local conditions permitted this in Poland, Hungary and Rumania; movements from North Africa resulting mainly from political changes in Algeria, Tunisia, Morocco, Yemen and Egypt; and the like.

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[1] This was included in total receipts of JDC of over $603 million received from 1948 through 1968. Total JDC receipts in the 55 year period 1914 through 1968, from all sources, was about $893 million.

[2] Near East Report, May 1966 and September 1966 and 1967 report of Bank of Israel.

[3] Bank of Israel Annual Report for 1967, Table III–26.

[4] Statistical Abstract of Israel, 1968 edition, published by Central Bureau of Statistics, Government of Israel, Tables D–3, D–14, including tourists settling. Data for 1968 are estimated.

BOND SALES FOR ISRAEL

End of 1968 total Bonds Issued—$1,277 million.
End of November 1968: the public held $729 million.

The following State of Israel Bond issues have been floated since 1951: Independence Issue, Development issue, Second Development issue, Third Development issue, Development investment issue, and Four Development issue. Sales of the Third Development issue began on March 1, 1964, those of the First Development investment issue on March 31, 1966, those of the Fourth Development issue on September 15, 1967, and those of the Second Development issue on August 1, 1968.

Flotation of the independence issue for a three-year period from May 1, 1951 to May 1, 1954 resulted in sales of $145.5 million. The second issue, the Development issue, which was floated for a five-year period from 1954 to 1959, resulted in sales of $234.1 million.[5] These issues were completely redeemed.

Sales of the Second Development issue were $293.7 million in 1964, the end of the five-year period of flotation. Sales of the Third Development issue began on March 1, 1964. At November 1967 $345.2 million had been sold and were still outstanding.

Total Bonds issued for all issues were $1,277 million at the end of 1968, including $1,077 million sold in the United States. The billion dollar mark for sales in the United States was reached early in 1968.

At the end of November 1968 there were outstanding in the hands of the public $729 million, consisting of $53.4 million First Development issue; $162.1 million Second Development issue; $324.5 million Third Development issue, $29.3 million Development Investment issue and $114.8 million Fourth Development issue.[6]

From the inception of sale of Israel Bonds in May 1951 through 1968, about $88 million worth of State of Israel Bonds were received by the UJA in payment of allocations provided from the proceeds of individual pledges. In 1968, $8.6 million worth of Bonds were reported to have been received by the United Jewish Appeal in payment of individual pledges to local Welfare Funds.

The Third Development issue provides that a Bond must be held for a period of at least two years before a charitable institution may surrender it in Israel for Israel pounds. As a result, these Bonds may not be used in payment of pledges during this two-year period.

From 1963 through 1968, almost $220 million in Bonds matured with about $73 million due to mature in 1969. Conversions for investment purposes in 1963–68 totalled almost $108 million since inception through November 1968.

A substantial portion of the funds received by bondholders on redemption of their matured Bonds was reinvested in the State of Israel Bonds sold in 1968 and later years.

Bond sales in the United States totalled $107 million in 1968. It was exceeded only by the 1967 peak of $190 million. These results reflected the response to the critical needs faced by Israel at the time of the Six-Day War and continuing thereafter.

In Canada, 1968 sales amounted to $7.7 million, compared with $8.4 million the preceding year. Elsewhere, $15.8 million in Bonds were sold so that the worldwide sales amounted to $130.5 million in 1968.

The proceeds of Bond sales are used for agriculture, industry, power and fuel, housing and educational construction, and transportation and communications.

REPARATIONS AND RESTITUTION FUNDS

Foreign currency income for individual restitution payments from Germany constituted a major source of foreign currency for Israel during 1967 and 1966. This totalled $123.2 million in 1967 and $110.4 million in 1966.

The JDC continues to receive $1 million annually from residual reparations funds. A Memorial Foundation for Jewish Culture was established in 1964 with $10.4 million from Claims Conference funds for the support of "Jewish history, religion, education, traditions." Operations began in 1965. Thirty-eight Jewish organizations joined the Foundation, including seven from the United States. Allocations in 1966–67 of about $1,246,000 were granted to organizations in 13 countries and to individual scholars for activity in the areas of education, research, publication and documentation of the Holocaust. Allocations are granted out of current income only.

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[5] This includes $5.6 million in conversion from earlier issues.
[6] This includes $24.8 million in conversions from earlier issues.

OVERSEAS AGENCIES

American Jewish financial support for needs in Israel and in other overseas areas is provided mainly through Federation allocations to the United Jewish Appeal and to about a dozen other overseas agencies. UJA continued to receive the major share of overseas allocations by Welfare Funds.[7] Other overseas agencies raised the major portion of their funds independently.

Total income in 1967 of all overseas agencies was $283.5 million, with over $35 million raised outside the Federations. The largest of these independent fund raising activities were the Israel Education Fund of the UJA; Hadassah, which raised $10.3 million through activities of its members; the building and special fund drives of Hebrew University and Technion, which raised $5 million; the drives of National Committee for Labor Israel and Pioneer Women for Welfare activities conducted by Histadrut in Israel, which raised $4 million; the Jewish National Fund campaign for "traditional income," which raised $2.9 million; and Weizmann Institute, which raised $3.2 million.

UNITED JEWISH APPEAL

> *From 1939 through 1968, UJA has received over two billion dollars.*
> *UJA, in this period, distributed $1.2 billion to the United Israel Appeal (formerly United Palestine Appeal) and $0.6 billion to the JDC.*

The United Jewish Appeal (UJA) is a partnership of the United Israel Appeal (UIA) and the American Jewish Joint Distribution Committee (JDC) for joint fund raising. Over 90 per cent of UJA income is received from Federations. The remainder is secured in hundreds of small nonfederated communities where the UJA enlists the cooperation of community leaders to take responsibility for conducting local campaigns for the UJA or joint appeals with UJA as the major beneficiary.

From its inception in 1939 through 1968, the UJA received about $2,035 million and distributed about $1,220 million to the UIA (formerly United Palestine Appeal), $608 million to the JDC about $89 million to USNA, NYANA, and UHS.

The peak year was 1967 when UJA received $67.1 million in pledges for its regular campaign and $178 million for its Israel Emergency Fund. In 1968, the UJA regular allocations were reported at $71.1 million and the Israel Emergency Fund at $85 million.

The UJA provides general campaign services to communities (publicity, speakers, and the like) and seeks to secure from Welfare Funds a maximum share of funds collected. It does not operate any service programs directly. These are conducted through the agencies which share in the UJA proceeds: UIA (actually by the Jewish Agency in Israel), JDC, and the New York Association for New Americans (NYANA) and United Hias Service which received most of its income from sources other than UJA.

The current distribution of UJA funds is in accordance with a formula which has remained unchanged since 1951 and is effective through 1973. This provides that, after deduction of campaign expenses and allocations to NYANA, UIA is to receive 67 per cent and JDC 33 per cent of the first $55 million raised each year. Beyond $55 million, UIA is to receive 87.5 per cent and JDC 12.5 per cent. This formula was not applied to the proceeds of "special" campaigns nor to the Israel Emergency Funds of 1967, 1968 and 1969.

The UJA initiated its Israel Education Fund in September 1964. The objective is to conduct a five-year capital fund campaign to provide high school buildings, teacher training programs, student scholarships and related centers, equipment and facilities. This effort is separate from the annual UJA campaign.

A total of $25.3 million in pledges was received from 1965 until the end of 1968.

Large gifts are sought: $100,000 and over payable up to five years with no diminution of the gift from the same source to the Welfare Fund which provides support for the UJA annual campaign and with consultation with local Welfare Funds in order to avoid conflict with other solicitation efforts.

The JDC does not share in this fund. The funds are turned over to the UIA which is to "own, manage and operate the schools and related institutions" to be built with the donated funds, with the Jewish Agency for Israel, Jerusalem, as operating agent in Israel.

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[7] The UJA share of all regular funds budgeted was 54.6 percent in 1967. Its share of gross regular pledges was 47 percent in 1968, but the Isreal Emergency Fund resulted in increasing this pledge share to 66 percent.

The Government of Israel cooperates by providing land for construction, exempts the institution from governmental tax, provides funds toward the cost of maintenance and agrees not to make similar arrangements with other similar efforts without prior consultation with the UJA and the UIA.

UJA REGULAR AND IEF FUNDS

On a *pledge* basis, UJA regular income was $71.1 million in 1968, exclusive of the Israel Education Fund. This was about six per cent higher than the 1967 pledge total of $67.1 million. In addition, the pledges for the Israel Emergency Fund were about $85 million.

On a *cash* basis, the UJA had receipts of almost $60 million in "regular" funds in 1968 compared with $82 million in 1967. These were the cash amounts received each year regardless of years in which the pledges were made. In addition, $3.3 million was received in 1967 and $2.2 million in 1968 for the Israel Education Fund.

Cash receipts for the 1967 Israel Emergency Fund were $151.8 million by the end of 1967 and had risen to about $170 million by February 1969.

Cash receipts for the 1968 Israel Emergency Fund (of $85 million in estimated pledges) had exceeded $50 million by February 1969.

UJA seeks agreements with Federations in advance of campaigns to maximize its percentage share of campaign proceeds. UJA regular allocation proceeds for 1968 of about $71.1 million compared with regular campaign proceeds of about $153 million.

UJA SPECIAL LOANS

Current loan

Borrowing from banks has been a major factor affecting the financing of the UJA, the UIA and the JAFI, Inc. in the last decade.

The current loan was negotiated in April 1965 for $50 million for a 15-year period with a group of 11 insurance companies.

These funds were borrowed by the UIA and guaranteed by UJA. The unpaid balance at the end of 1968 was $41.7 million.

The terms of the loan also limit short-term debt (for 12 months) at any time to $10 million. The loan for $50 million is exclusive of financing provided by some of the insurance companies for capital requirements for housing in Israel.

UJA funds destined for the Jewish Agency, Jerusalem are disbursed through the UIA which is one of the two official partners in the UJA.

Receipts of the UIA in 1967–68 from the UJA were about $211 million and in 1966–67 were about $36.3 million. In addition, cash receipts for the Israel Education Fund were $3.2 million in 1966–67 and $3 million in 1967–68. Prior to 1967 the peak year of UJA fund raising had been 1948, but the UIA received a lower share from UJA in that year ($37 million) than in more recent years when the JDC share of UJA funds had declined. The rise in 1967–68 receipts was due to the Israel Emergency Fund and to accelerated collections. These receipts decreased in 1967–68 and rose again in 1968–69 and were second only to the peak receipts of 1966–67.

JEWISH NATIONAL FUND

The Jewish National Fund, under the UJA agreement, is permitted to raise $1,800,000 annually from "traditional collections" in the United States, after deduction of expenses not exceeding $300,000. Its total U.S. income, including traditional income, bequests and other income, was about $2.9 million in 1966–67 and about $3.0 million in 1967–68. Substantial portions were raised with the help of Hadassah, ZOA, and other organizations.

UNITED ISRAEL APPEAL, INC.

The United Israel Appeal, Inc. resulted from merger of the Jewish Agency for Israel, Inc. and the United Israel Appeal in 1966. One hundred of the Board of Trustees of 210 of the combined agency are drawn from names suggested for consideration by various communities, and one hundred are designated by the American Zionist organizations which had previously been represented in the prior UIA. Ten are elected at large.

The new Board of Trustees elects two-thirds of the Board of Directors of 27, with the remaining one-third designated by the Jewish Agency-American Section, Inc.[8]

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[8] The Jerusalem Jewish Agency maintains a separate branch in the United States (Jewish Agency-American Section, Inc.) for activities which are not financed through the United Jewish Appeal.

The operating agency to perform the services to immigrants and other programs in Israel is the Jewish Agency for Israel-Jerusalem. These services are provided in line with the specific allocations and instructions of the UIA, Inc.

Funds from UJA flow directly to the UIA, Inc., and are appropriated for specific programs.

The United Israel Appeal is the major beneficiary agency of the United Jewish Appeal, the latter being constituted by periodic agreements between the UIA and the Joint Distribution Committee. The current agreement, provides for UJA campaigns to be conducted during the five-year period 1969–73.

The UIA conducts a year-round program of stimulating interest in Israel through the use of motion pictures, literature and direct contact with membership organizations and Welfare Funds.

Complete responsibility for the use of American Jewish philanthropic funds provided by Federations to the UJA for needs in Israel is centered in America. The tax-exempt and tax-deductible status of these contributions remains unimpaired since the American control of funds is in line with policies developed by the Internal Revenue Service for all agencies providing funds for use overseas.

ISRAEL EMERGENCY FUND

The response of the American Jewish community to the crisis faced by Israel resulted in pledges of about $178 million for the IEF of the UJA in 1967 and $85 million in 1968. This was in addition to the proceeds of the regular UJA campaign.

Preliminary estimates for the year ended March 31, 1969 indicate that the UIA hopes to have available for allocation about $150 million in cash for both IEF and regular programs. On this basis, the UIA approved allocations for 1968–69 for this sum, subject to revision on the basis of the actual funds available.

JEWISH AGENCY FOR ISRAEL (JERUSALEM)

Sources of Jewish Agency (Jerusalem) income have been primarily UIA, Inc. earmarked grants from the U.S.; a share of Keren Hayesod campaigns in Jewish communities outside the U.S.; grants and loans by the Israel Government for costs of agricultural settlement; and earmarked contributions for Youth Aliyah.

From 1948 through 1968, the Jewish Agency (Jerusalem) received UJA funds of about $1.1 billion through the United Israel Appeal and its predecessor United Palestine Appeal. (In earlier years during this period JNF had received $115 million as part of this total.) JNF received funds indirectly from the Jewish Agency (Jerusalem) since 1952 with such support ending in March 1965.

Prior to 1967, about 80 per cent of contribution income generally came from the United States, but the 1967 crisis faced by Israel resulted in a rise of the share of contributions by overseas Jewry. Contributions in 1966–67 accounted for about $46 million transmitted to Israel from the United States and other countries. This was about two-thirds of total income (exclusive of loans) but less than half of total income if loans are included. Israel Government grants for agriculture and remaining receipts, mainly from reparations and heirless property and sales of housing to earlier immigrants, and earmarked funds, covered the balance of income.

The Jewish Agency (Jerusalem) spent about $97 million in the year ended March 31, 1967, including loan repayment of principal and interest. Exclusive of loans, income had been about $66 million annually.

In 1967–68, however, the response of world Jewry made it possible for the Jewish Agency to provide over $250 million for a larger proportion of the immigrant costs which have been borne by the Jewish Agency since 1948.

The largest single area of functional expenditures was for housing, amounting to almost $72 million in 1967–68, with over $70 million provided for transportation, absorption and related welfare programs for immigrants. Agricultural settlement amounted to almost $55 million in 1967–68. The objective is eventual self-support for the newcomer. Aid is provided in the form of founding of new settlements, irrigation projects, citriculture, equipment, seed, instruction, supplementary employment, and long-term loans.

Youth Aliyah programs for maintenance and education of immigrant and other youth activities cost about $6.4 million in 1967–68. Hadassah in the United States and other women's organizations in the United States and abroad provided a major share of these costs, with the remaining share of costs borne by the Jewish Agency (Jerusalem) and the UIA.

Other Jewish Agency (Jerusalem) expenditures included grants totalling about $31.7 million in 1967–68 for institutions of higher learning in Israel (Weizmann

Institute, Hebrew University, Technion, Bar-Ilan University and Tel Aviv University). Other costs included organization and information activities and general administrative expenses within and outside Israel.

The UIA provided financing toward specific agreed-upon projects conducted by the Jewish Agency (Jerusalem) but not those of its American Section or the World Zionist Organization.

PROGRAMS FINANCED BY UNITED ISRAEL APPEAL, INC.

The Israel Emergency Fund made possible the allocation of over $188 million by UIA in 1967–68 and $150 million in 1968–69 for welfare and related programs in Israel. This involved increased assumption by the UIA for programs in the area of health services, agricultural settlement, housing and education.

In 1966–67, the UIA, Inc. provided $34.4 million toward costs of programs operated by the Jewish Agency (Jerusalem). These expenditures were based upon an agreement that the Jewish Agency (Jerusalem) would make specific expenditures on behalf of, and in accordance with, the instructions of the UIA. In addition, UIA paid $5 million in loans and in interest in the United States.

The programs which received the largest shares of UIA financing in 1967–68 were those for agricultural settlement, housing, education, and higher education. In each case, the UIA earmarked its funds for specific programs. Tentative earmarking of UIA funds for 1968–69 included $31.9 million for higher education, $26 million for immigrant housing, $26.4 million for immigrant absorption and related welfare services, $19.8 million for education (not mandated by the government) and about $18.5 million each for agricultural settlement and for health programs. Other costs for these programs were to be met from gifts by overseas Jewry and from other sources of Jewish Agency income.

AMERICAN JEWISH JOINT DISTRIBUTION COMMITTEE

1968—JDC helped 340,000 Jews—94,000 in Israel; 107,000 in Europe; 51,000 in Moslem areas; 88,000 elsewhere.

The JDC is an American agency conducting a global program of aid to Jews directly through its own staff overseas and through cooperation with indigenous Jewish organizations.

It assisted about 340,000 persons in 1968. Of these, 94,000 were in Israel (including about 41,000 receiving aid from Malben, 30,000 in ORT schools and about 17,000 in yeshivoth), 74,000 in Western Europe, 33,000 in Eastern Europe, 51,000 in Moslem areas and about 7,000 in other areas. This is exclusive of 81,000 aided by "relief-in-transit" programs which are less formally organized.

In 1968, disbursements were $21.6 million. Income was $19.9 million, supplemented by use of about $2.6 million in 1967 receipts which had been accelerated because of the emergency which arose in Israel in that year. Regular income included $1 million in residual Claims Conference funds, $0.5 million in related restitution funds, and almost $0.9 million of Malben income within Israel.

The JDC Malben program of service to sick, aged and handicapped immigrants in Israel continued to account for the largest single share of its appropriations: $6,525,000, or 29 per cent of the 1968 total. An additional $840,000 was provided for aid to yeshivoth and other traditional institutions in Israel. Malben aided about 41,000 persons during 1968 including care of the aged in institutions, in their own homes, and with medical and psychiatric services. Malben accounts for the greatest portion of the total of over $177 million spent by JDC in Israel from 1950 through 1968.

The largest number of North African Jews receiving JDC aid was in Morocco where over 20,000 Jews (more than one in two Jews remaining in Morocco) were being assisted in 1968. About 26,500 Jews in Tunisia and Iran were also receiving JDC aid. JDC appropriated $4,295,000 in 1968 for work in Moslem areas. JDC assistance is channelled through such agencies as OSE in the health field; the Alliance Israelite Universelle, Ozar Hatorah and Lubavitcher schools in the educational fields; and ORT for vocational training.

JDC programs operated in other European countries but half of the European total costs were centered in France and included a large proportion of Tunisian, Algerian and Moroccan refugees. Jews aided in France were also assisted by federated agencies of the Fonds Social Juif Unifie which secure JDC aid. The JDC assistance program in Poland was ended at the end of 1967 at the request of the Polish Government but the JDC program in Rumania was reactivated.

The Czechoslovakian crisis and the resurgence of anti-Semitism in Poland in 1968 resulted in JDC aid to most of the 7,000 Jews able to depart from these countries.

ORT AND VOCATIONAL EDUCATION

Vocational training overseas is provided through facilities of ORT which operate in Western Europe, Moslem countries and Israel. Vocational education in Israel is also conducted as part of the program of Histadrut, Hadassah, Youth Aliyah and Technion; and by the Israel Government and municipalities.

The global expenditures of the World ORT Union were at an annual level of about $15.2 million in 1968 and are projected at $17.3 million for 1969. Total ORT trainees in 1968 were 50,200, of which 30,060 were in Israel, 5,600 in France, 3,600 in Italy, 5,300 in Moslem countries, and the balance mainly in Europe.

American Jewish support of the ORT program is channelled in two ways: through the JDC grant to ORT ($2,100,000 for 1967, $2,250,000 for 1968, and $2,350,000 for 1969) derived from the JDC participation in the UJA and through membership contributions of ORT in the United States. Women's American ORT provided about $2.2 million in 1968. The agreement between ORT and JDC permits ORT to recruit members at annual dues not to exceed $25 except where there is a mutual agreement with specific Federations for a higher level.

World ORT raised about $1 million in other countries in 1968 and secured about $9.8 million from local sources in the countries of operation, mainly from government sources.

Global income of ORT was estimated at about $15.2 million in 1968 and was expected to reach almost $17 million in 1969. Under half of the outlay in 1968 was in Israel ($6.9 million) and over one-fourth in France ($4.4 million) but local sources (mainly governmental tax revenues and school fees) provided the major share of financing.

MIGRATION SERVICES

United Hias Service provides a worldwide service designed to enable Jews to migrate to countries where they can make an economic and social adjustment. UHS assisted 6,250 Jewish immigrants to migrate in 1968 (including 1,945 to the United States), compared with 6,242 in 1967. A migration level of almost 6,300 is expected in 1969.

A large proportion of the Jewish immigrants arriving in the United States remain in New York City, where the New York Association for New Americans provides services involved in aiding their resettlement and absorption. Hence, the financing of the program of the New York Association for New Americans is considered to be a national responsibility, reflected in the inclusion of NYANA as a direct beneficiary of National UJA.

Current annual Jewish immigration to the United States is estimated at about 7,000, including those aided by agencies and those arriving independently. Of those who settled in New York City, about 2,400 received aid from NYANA in 1968. UJA grants to NYANA in 1968 and 1967 were over $600,000 annually.

HADASSAH

The largest income of an overseas service agency other than UJA was that of Hadassah which received $15.3 million in 1967–68 and $14.3 million in 1966–67. Hadassah's major projects are for medical services and Youth Aliyah. The new Hadassah-Hebrew University Medical Center on the outskirts of Jerusalem was opened in 1961 at a cost of about $27.6 million. Medical services in Israel are also provided by the Kupat Holim of the Histadrut, by governmental departments, and by the Malben program of JDC.[9]

The Youth Aliyah program for maintenance and training of immigrant youth (in the earliest years orphaned, now mainly with families in Israel) and other youth activities are conducted by the Jewish Agency (Jerusalem) at an annual cost of about $7 million. Hadassah's transmission to Youth Aliyah was about $1.7 million in 1967–68. Hadassah reports that it has supplied over $56 million for Youth Aliyah since the program was begun 35 years ago. Other women's groups in the United States and overseas provide smaller supplementary funds for Youth Aliyah. The number of children cared for annually was about 10,800, including 1,800 in day centers.

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[9] All hospital beds in Israel (public, voluntary and private) totalled about 21,600 and provided about 7.1 million days' care in 1967. Hadassah had about 650 beds and bassinets and provided about 193,000 days' care.

HIGHER EDUCATION IN ISRAEL

1967—Income in America to the major institutions of higher education in Israel was $13.8 million; Hebrew University and Technion have received about $640,000 annually for maintenance from Welfare Fund allocations in recent years.

Enrollment in 1968–69 at all of the institutions of higher education in Israel totalled about 35,000, compared with about 28,500 in 1967–68 and 18,400 in 1964–65. Weizmann Institute, Hebrew University and Technion had receipts in America of almost $13.8 million in 1967, mainly in contributions. Income of Hebrew University and Technion had risen by $2.6 million in that year. In addition, these three institutions together with four other institutions received grants of over $30 million each in 1967–68 and 1968–69, respectively, from the United Israel Appeal, a beneficiary of UJA funds, and from the Jewish Agency (Jerusalem). The Government of Israel had been a major source of support in earlier years.

Weizmann Institute income in the United States is derived from an annual fund raising dinner and from an investment program.[10]

Hebrew University and Technion received about $640,000 annually in 1967 and 1968 from Federations for maintenance purposes. Together, their building fund and special fund *cash* campaign proceeds were at the $5.7 million level in 1967. The maintenance appeals of the two institutions were combined; their capital fund drives were conducted separately.

Both institutions had marked enrollment increases in recent years, but these rises had slowed in 1968–69 when about 12,500 students were registered at Hebrew University (including a Tel Aviv branch) and 5,600 at Technion.

Hebrew University includes schools of Humanities, Social Sciences, Education, Social Work, Physical Sciences, Agriculture, Law, Medicine, Dentistry and Pharmacy. Technion includes schools in various branches of Engineering, Architecture, Industrial Sciences, as well as a Technical High School.

Bar-Ilan University was originally founded in 1955 with the support of the Mizrachi Organization of America but subsequently evolved as an independent institution. It had a student enrollment of 3,800 in 1968–69 in Natural Sciences, Social Sciences and Humanities.

Tel Aviv University, affiliated to the municipality, was reorganized as an independent agency and sought public financial support for capital needs on a limited basis beginning in 1964. There were about 9,000 students enrolled in 1968–69 in Humanities, Social Sciences, Natural Sciences, Law and Medicine.

Haifa University began its program in 1964–65 and had enrolled 3,000 students in 1968–69. Beersheva University opened in 1965 and had enrolled 1,000 students in 1968–69.

RELIGIOUS AND CULTURAL PROGRAMS IN ISRAEL

In 1967, some 17,750 students attended yeshivoth in Israel. JDC provided $800,000 for 121 yeshivoth.

There were 17,750 students in attendance in 1967 in 265 yeshivoth receiving support from the Government of Israel (over $1.1 million in 1968–69). Students in 121 yeshivoth in this total receive JDC support as well. Many of these yeshivoth have no age limits, although most students are aged 14 to 17. They are termed "traditional institutions" because of their roots in the traditional religious life in Eastern Europe.

Many of the yeshivoth receive support from the JDC (about $800,000 annually). Some of these, and others, receive support from the Federated Council of Israel Institutions ($168,000 raised in 1967), but a great number also seek funds separately in the United States through collectors (meshulochim) and through mail appeals.

Cultural programs in Israel were supported in the United States through the America-Israel Cultural Foundation ($1.8 million in 1968), which included some 50 agencies in Israel in its appeal. These were mainly agencies in the fields of music, theater, dance, art and literature. Building funds are sought by AICF in addition to funds for maintenance. The major recent capital projects were for a new structure to house the National Museum of Israel and for the Central Library in Jerusalem.

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[10] In 1967–68, Weizmann Institute received about $2,722,000 from the Jewish Agency, Hebrew University $8,749,000, Technion $4,590,000, Bar-Ilan University $1,067,000, Tel Aviv University $2,585,000, Haifa University $1,367,000 and University in the Negev $790,000, with almost $11 million additional subject to distribution among these agencies. These funds included sums provided by the United Israel Appeal.

OTHER OVERSEAS AGENCIES

While UJA received almost all its income through Welfare Funds and joint community appeals, other overseas agencies received a smaller share of their total contributions through Welfare Funds.

Hadassah, Pioneer Women and National Council of Jewish Women have traditionally raised most of their funds through membership activities; National Committee for Labor Israel has raised funds independently in the largest communities where its membership strength is centered, while seeking Federation allocations in smaller and medium-sized communities; American Friends of the Hebrew University and American Technion Society have concentrated their independent appeals on their building and special funds while seeking Federation support for maintenance needs.

Almost all of these agencies were authorized to conduct campaigns for Israel by the Jewish Agency Committee on Control and Authorization of Campaigns[11] under conditions regarding timing, goals, scope of campaigns and clearance with Welfare Funds, set by that Committee. The objective of the Committee is to help assure the primacy of the UJA among appeals for Israel through the cooperation of other authorized campaigns and by avoiding a multiplicity of campaigns.

In addition, there were efforts beginning in mid-1967 to avoid interference with efforts on behalf of the UJA Israel Emergency Fund.

Fifteen overseas agencies other than UJA agencies had income of $39.3 million in 1967 compared with $31.5 million in 1966.

UHS and AICF participated in the cooperative budget review process of the Large City Budgeting Conference, a grouping of Welfare Funds in 25 of the largest cities.

The Labor Zionist effort in the United States is channelled through the National Committee for Labor Israel and Pioneer Women which raise funds for activities of the Histadrut in Israel in education, vocational training, health and immigrant welfare.

There are agencies which center their activities in other areas but include limited overseas programs: The National Council of Jewish Women for social work and education scholarships, and for activities related to the Department of Secondary and Higher Education at the Hebrew University, and the Jewish Labor Committee to aid political and labor refugees in Europe and in Israel.

The Jewish Telegraphic Agency is a worldwide news service reporting news affecting the Jewish people.

Overseas concerns are also shared by some domestic agencies in the form of intervention with governmental bodies on behalf of the rights of Jews overseas: the American Jewish Committee, the American Jewish Congress, the American Section of the World Jewish Congress, B'nai B'rith, the Jewish War Veterans and the Jewish Labor Committee.

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[11] Authorized agencies in recent years were: American Committee for Weizmann Institute of Science, Inc. (annual fundraising dinner only); American Friends of Hebrew University; America-Israel Cultural Foundation; American Red Mogen David for Israel, Inc. (membership campaign only, no application to Welfare Funds); American Technion Society; Federated Council of Israel Institutions; Hadassah, the Women's Zionist Organization of America, Inc.; Jewish National Fund (traditional collections only; no application to Welfare Funds); Pioneer Women, the Women's Labor Zionist Organization of America, Inc.: Womens League for Israel, Inc. (New York area).

TABLE 2.—STATE OF ISRAEL BONDS, 1951–68 [1]

[In thousands of dollars]

Year	Total cash sales, including conversions [2]	Sales in United States	Sales abroad
1951 (May 1 to Dec. 31)	52,647	52,506	141
1952	47,521	46.516	1.005
1953	36,861	31.551	5,310
1954	40,406	34 361	6,045
1955	43,507	36,681	6,826
1956	54,525	45,699	8,826
1957	49,854	40,696	9,158
1958	46.541	37,763	8.778
1959	52,265	42,628	9,637
1960	51,965	41,390	10,575
1961	57,405	45,287	12,118
1962	58,125	46,396	11,729
1963	69,221	55 500	13,721
1964	85,460	70,356	15,104
1965	91,564	76 656	14,908
1966	91,150	76.176	14,974
1967	217,547	189,967	27,580
1968	130,495	107,019	23,476
Total	1,277,059	1,077,148	199,911

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[1] Redemption of bonds issued in earlier years began to fall due beginning May 1, 1963. As a result of redemption at maturity, for investment, for tourism, and for payment of philanthropic pledges and the like, outstanding bonds held by the public at the end of November 1968 had been reduced to $729,000,000. Redemptions included about $220,000,000 at maturity: about $1 08,000,000 for conversion for investment purposes; and about $88,000,000 in payment of pledges and allocations received by UJA from 1952 through 1968.

[2] Excludes conversions of $24,800,000 of earlier issues to development investment issue. Data for 1968 excludes conversions of $37,000,000.

TABLE 7.—RECEIPTS OF NATIONAL JEWISH AGENCIES FOR OVERSEAS PROGRAMS FROM FEDERATIONS AND WELFARE FUNDS AND FROM OTHER DOMESTIC SOURCES, 1967 AND 1966

	Federations and welfare funds [1]		Other contributions		Other income		Total	
	1967	1966	1967	1966	1967	1966	1967	1966
UJA and beneficiary agencies:								
United Jewish Appeal: [2]								
Regular	$82,034,412	$61,504,578					$82,034,412	$61,504,578
Emergency	151,783,268						151,783,268	
Israel Education Fund			$3,292,348	$2,677,981			3,292,348	2,677,981
American Jewish JDC					$513,600	$654,300	513,600	654,300
United Israel Appeal					1,163,054	161,297	1,163,054	161,297
Jewish National Fund [3]			2,348,382	1,805,194	560,664	680,640	2,909,046	2,485,834
New York Association for New Americans [4]					44,979	40,752	44,979	40,752
ORT—Women's American ORT [4]			2,046,168	1,749,164	34,468	57,777	2,080,636	1,806,941
ORT—American ORT Federation [4]					380,956	344,167	380,956	344,167
Total, UJA and beneficiaries	233,817,680	61,504,578	7,686,898	6,232,339	2,697,721	1,938,933	244,202,299	69,675,850
Other overseas agencies:								
American Committee for Weizmann Institute of Science [5]			3,221,884	2,057,898	1,368,064	1,177,364	4,589,948	3,235,262
American Red Mogen David	410	435	1,089,153	223,938	283	47	1,089,846	224,420
University-Technion Joint Maintenance Appeal	639,740	635,016					639,740	635,016
American Friends of Hebrew University			3,762,055	3,299,537	1,718,981	1,344,432	5,481,036	4,643,969
American Technion Society [6]			1,921,319	2,123,963	1,125,860	572,200	3,047,179	2,696,163
America-Israel Cultural Foundation	201,321	198,936	2,119,420	1,500,971	9,873	23,513	2,330,614	1,723,420
Ezras Torah Fund [7]	6,658	6,604	431,475	277,660	6,109	6,666	444,242	290,930
Federated Council of Israel Institutions	103,285	98,736	65,007	79,239			168,292	177,975
Hadassah [4] [8]	475,000	475,000	10,342,142	8,218,862	2,872,613	2,417,704	13,689,755	11,111,566
Jewish Telegraph Agency	163,420	157,987	17,493	21,738	205,550	185,883	386,463	365,608
National Committee for Labor Israel [9]	241,379	248,323	2,756,238	2,006,564	29,375	30,772	3,026,992	2,285,659
National Council of Jewish Women [10]	[12] 20,000	[12] 20,000	677,941	674,155	321,492	271,236	1,019,433	965,391
Pioneer Women Organization	20,000	20,000	1,222,389	1,086,626	120,641	129,868	1,363,030	1,236,494
United Hias Service [7] [11]	1,155,647	1,077,822	151,369	163,071	549,548	443,742	1,856,564	1,684,635
World Jewish Congress [7] [9]	1,832	2,285	123,880	213,358			125,712	215,643
Subtotal	3,028,692	2,941,144	27,901,765	21,947,580	8,328,389	6,603,427	39,258,846	31,492,151
Total, overseas	236,846,372	64,445,722	35,588,663	28,179,919	11,026,110	8,542,360	283,461,145	101,168,001

[1] Including joint community appeals.

[2] Cash received in each calendar year.

[3] Traditional collections in the United States exclusive of Jewish Agency grants to JNF in Israel.

[4] Excludes income from UJA; also income from campaign abroad, from intergovernmental agencies and reparations income.

[5] Excludes contributions and earnings of investment fund, operating funds include restricted fund income.

[6] Includes Swope Endowment Fund.

[7] Excludes grants from other organizations.

[8] Amounts raised for JNF are excluded. Hadassah "other income" includes membership dues, Shekels and Zionist Youth Funds.

[9] Excludes overseas and Canadian income.

[10] Income from welfare funds estimated.

[11] Excludes overseas income and income from claims conference, but includes UHS income from NYUJA.

[12] CJFWF estimate.

Appendix 5—The Kibbutz

(Prepared by Guesthouse of Kibburtz Ayelet Hashahar)

There are different forms of cooperation in Israel's agriculture, one of them is the Kibbutz or Collective Settlement, in which not only the production but also the household is communal.

The first Kibbutzim were founded over 55 years ago in the Jordan Valley. The young people, who established such a collective in 1910 at Degania, aimed at founding a new society based on communal labor and a complete equality among its members. Not being used to the difficult local conditions, they thought this the only way to turn the uncultivated areas of the land of their forefathers into productive land as free and independent farmers. Doing their own work, without exploiting others, was for them a basic principle, in contrast to the practice in the few existing Jewish villages of the period, where the peasants employed hired labor. Foregoing private ownership of means of production and assets, they farmed land leased to them by the Jewish National Fund (K.K.L.). The fruits of their labor went to maintain a communal household which took care of their and their children's needs.

Other pioneers followed the example set by the settlers of Degania and founded Kibbutzim in may parts of the country; in most cases as the avant-garde of the new Jewish colonization. Frequently they had to defend their isolated settlements against unfriendly neighbors. Because of this the Kibbutzim were outposts of defense of the outlying regions, and it is no mere chance that at the establishment of the State of Israel they formed the natural borders of the country.

In the course of the decades the number of Kibbutzim increased to 230; about 4% of the population of the country live in them. However, the part played by the Kibbutzim in the development of the country is much greater than this figure indicates. Above 30% of the agricultural production of Israel comes from the Kibbutzim; some varieties of farm products are almost exclusively marketed by them. They have a marked influence on public life. Today, as in the days before the establishment of the State, there are Kibbutz members in many public positions. They are to be found in Government, Parliament and in high posts in the Defense Forces, but mainly in the General Federation of Labor, the HISTADRUT. The tasks of this organization in the development of the country cannot be compared to those of a labor union in the usual sense of the word. The Histadrut, among whose founders were the members of the first Kibbutzim, has always seen the agricultural resettlement of the country as one of its main tasks, A major part of all farming communities, among them all Kibbutzim, are affiliated to it. The economic functions of the Histadrut are manyfold. In all sectors of the national economy there are cooperatives run or affiliated to the Histadrut. All public buslines are run by cooperatives. The largest building firm in the country is a Histadrut enterprise. Produce of the agricultural collectives and cooperatives are marketed by a Histadrut outlet. Goods needed by the settlers and their enterprises are bought from a similar supply organization. Kibbutz members hold important positions in all these organizations.

Despite all changes in living conditions and in the standard of living, the Kibbutzim still maintain those same principles of equality, of communal household and collective ownership of assets and means of production as the first collective did. The main activities of the Kibbutz are still agricultural and the branches are numerous. Orchards, field crops and all kinds of livestock can be found in Kibbutzim. In addition to those, many Kibbutzim also have industrial branches, partly for the utilization of their farm products, but frequently are they of a type unconnected with agriculture, i.e. plywood factories, light industries, rest houses etc. These are set up on modern principles. The combination of agricultural and industrial enterprises in one and the same community has proved to be economically successful. Kibbutzim hold many interests in other enterprises as well. They own shares in the National Bus Cooperative and have set up regional transport and fruit-packing cooperatives and factories.

Today, as in the past, the communal dining hall is the center of the Kibbutz. Here, members meet for their main meals. Here, the meetings of the Kibbutz General Assembly take place. Here, artistic and cultural performances are given and celebrations held. Meals are prepared in the adjoining kitchen. The laundry and clothes stores are located nearby. Seamstresses, cobblers, electricians, housepainters, carpenters, a barber and all other artisans take care of the requirements of the community. As Kibbutz members receive neither salary nor other monetary remunerations, these services are free. The kitchen prepares the food and makes an effort to cook the meals to the members' liking. For their clothes and shoes they have at their disposal a yearly allowance, which enables them to choose from the Kibbutz stores as they see fit, or else may be used for purchases in town. As members of the Histadrut they are automatically taken care of by that organization's sick fund, which maintains clinics and doctors in the Kibbutzim and pays for hospitalization. They have yearly vacations, part of which they spend—at the expense of the community—in a recreation home.

There is an active cultural life in the Kibbutz. Members enjoy theater performances given by national companies or, in some cases, by local amateur groups. Music is frequently heard and most Kibbutzim have a choir and often also a small orchestra. A Symphony Orchestra, formed by members of a number of Kibbutzim, exists. There are radios in every apartment and the Kibbutz subscribes to the dailies for its members. Evening courses on a variety of subjects are held and lectures given. The Kibbutz enables the creative artists among its members to develop their talents freely.

Children are brought up both by their parents and the community. They live in their own quarters divided into age groups, where they are looked after by "housemothers". In most Kibbutzim they also sleep in these quarters. They come to their parents rooms to spend afternoons and evenings with them. They are given a twelve year school education. Smaller Kibbutzim send their children, mainly during high school years, to a regional Kibbutz school. This school system was in force in the Kibbutzim even at a time when elementary school was not yet compulsory in this country. It is enjoyed by all Kibbutz children without exception. At the age of 18 they finish school and are then accepted to membership of the Kibbutz by a vote of the General Assembly. They then join the armed forces and upon completion of their military service begin their adult life in the Kibbutz.

Equality of members is not confined to the sharing of the fruits of labor. It also extends into management and administration of the Kibbutz. The highest authority in the community is the General Assembly of its members. It convenes, regularly once a week and discusses the more important affairs of the community deciding on them by a majority vote. All other matters are dealt with by an executive committee and a number of boards, the members of which are elected annually or bi-annually by secret ballot. The executive committee consists of the secretary, the economic manager, the treasurer and several other key functionaries. The secretary also serves as chairman of the General Assembly. There are boards to regulate all aspects of life, such as cultural activities, job assignment, education, security, health and construction. There is also a board for social problems, which serves also as an arbitration board. Board meetings take place during its members leisure time.

In this fashion every member has the possibility of taking part in the running of the affairs of his community. Membership in the executive committee or service on one of the boards entails no special privileges. Generally, there is no connection between the rights and duties of a member and his field of activity. Every member has to put his workpower and talents at the disposal of the community and all have an equal claim to a share of the fruits of labor, regardless of seniority, origin, age or sex. Only apartments are assigned to members on a system of seniority. This is due to the fact that the rate of building cannot keep pace with development. Inability to work because of age, illness or infirmity does not curb a member's privileges in any way. The Kibbutz takes care of all members and their families under all circumstances.

One of the oldest Kibbutzim in the country is Ayelet Hashahar. It was founded towards the end of 1915 by young people from Russia, who took over arid land as lessees. The settlers worked and lived under hard conditions during the first decades. They suffered from lack of water and they were isolated from other Jewish settlements. The number of members increased only slowly. When the first wells were dug in the early thirties, the first orchards were planted. Other Kibbutzim were founded in the vicinity. As the largest settlement of the region, Ayelet Hashahar was its center of defense. Immigrants, coming to the country during the British mandate without visas, found their first haven here. Members of Ayelet Hashahar played an important role in keeping contact with other settlements of the region and with the rest of the country in the years of unrest preceding the War of Independence and during the hostilities. In May 1948 the Kibbutz was subjected to heavy attacks by Syrian forces and was shelled and bombed intensively, suffering many casualties. The parts of an enemy airplane shot down over the settlement, were left lying where they fell, to serve as a reminder of this difficult period.

The Kibbutz prospered after the war. The water problem was solved by connecting the Kibbutz to the central water pipe system, thereby enabling the various agricultural branches to enlarge their production. Today, Ayelet Hashahar is one of the larger fruit producers in the country. Citrus plantations have been enlarged, cotton is being planted each year and the Kibbutz, based largely on dry-farming in former years, has developed into a diversified and intensive agricultural enterprise. There are all types of livestock and the bee-hives have made Ayelet Hashahar one of Israel's largest honey producers. The newly added fish ponds get their water supply from canals draining the former Huleh swamps. Lately, various non-farming activities were added, such as a book-binding shop and, mainly, a Guest House. This Guest House gives large numbers of visitors a possibility to tour the Upper Galilee and gain an insight into Kibbutz life.

Among the members of Ayelet Hashahar are remnants of the various waves of immigration of the last decades. After the founders, who arrived from Russia, came immigrants from Poland during the twenties. In the thirties they were followed by arrivals from Central Europe. After the War of Independence came immigrants from various Mediterranean countries, and today the Kibbutz has members of some twenty countries of origin. However, all differences of origin and language disappear during the years and for the new generations, born in the Kibbutz, Ayelet Hashahar is the true home.

Appendix 6—Our Community—Published by Jewish Community Council of St. Joseph County; South Bend, Indiana; December, 1969.

EDUCATION: USA AND ISRAEL

(By Whitney M. Young Jr., Executive Director, National Urban League)

There is a popular myth in this county that because we have to spend so much on defense, we can't afford new programs to end poverty and bring about a more equal society. I saw just how false such a myth is on my recent trip to Israel.

Here is a small country, and a relatively poor one, that has to spend a far greater portion of its national wealth on defense. Three wars in its 21 years and the constant harassment of hostile neighbors make the Israelis place a top priority on defense.

But while some Americans use defense costs as an excuse to avoid social expenditures, the Israelis do not. In fact, they spend proportionately more on education, housing, and subsidies to individuals than we do.

I was tremendously impressed by the deep commitment of the top Israeli officials to develop that county's human resources. Nowhere is this more evident than in the field of education.

The Israelis see, as too few Americans do, that good schools and superior education can erase social inequalities. So they are taking special steps to insure that children from poorer families get special, "more than equal," schooling to compensate for their less favored backgrounds.

The way they are going about this has some lessons for us, too. Too often such compensatory education just becomes a political football here in America, with the real issues obscured by fights about bussing or other schemes.

What the Israelis are doing is to quietly saturate schools in poor neighborhoods with special services. Students attending such schools start earlier, with compulsory kindergarten, and must stay in school longer, about two years more than children going to other schools.

They are introducing a longer school day, too, for poor neighborhoods. They are aware that shutting down the schools at three o'clock as we do, only sends children back to homes that lack study facilities. So the kids stay in school and the teachers tutor them.

The teachers are, of course, paid extra for their extra time, and their union backs the program. Most teachers accept the fact that they play a key role in this developing society, and they welcome the chance to develop the talents of their students. They lack the "combat" mentality of too many American teachers in slum schools.

There is another side to education in Israel. That is the adult education programs needed by a nation that is still absorbing immigrants from all over the world.

I visited one center in Jerusalem that was teaching Hebrew to new immigrants. There were 28 people in the class, from about 20 different countries ranging from Bolivia and India to France and Russia. None spoke Hebrew, but the teacher started with a few words, and after a while they were communicating with each other, and learning.

I couldn't help thinking that in Israel it is accepted that you take 28 people from different cultures, all speaking different languages, and teach them. Here in America it takes an immense effort simply to convince people that middle class white children and poor black children can be taught in the same classroom.

I visited Israel to present a paper on technology and employment to an international conference sponsored by the American Foundation on Automation and Employment, headed by labor mediator Theodore Kheel. Others in the American delegation, including businessmen, unionists, and civil rights workers were as impressed as I was by Israel's devotion to developing the potentials of its people. There are many other areas in which we can learn a thing or two from this small nation.

Appendix 7—The Legal Basis of Education In Israel

(By Ruth Stanner, B.A., Advocate, Legal Adviser to the Ministry of Education and Culture)

Education in the State of Israel at the time of its establishment in May 1948, had a dual legal basis, (a) custom, contract and quasi contract, resting on the practice of the National Jewish Education network of schools, from approximately 1915 and extending therefrom over a period of about 30 years, and (b) the Mandatory law, the Education Ordinance 1933. In order to understand developments after the crucial year of 1948, previous developments over three periods have to be followed, viz., the Ottoman period, the period of British Military Rule, and finally the period of the British Mandatory Regime.

The Pre-Mandatory Period

THE OTTOMAN PERIOD—OTTOMAN LEGISLATION: 1869

Prior to 1917, Palestine (the forerunner of the State of Israel) was a small part of the Ottoman Empire. Ottoman Imperial legislation [1] applied in theory to Palestine, and hence the various education laws passed in 1869 applied in that territory. These laws provided, among other things, for compulsory primary education for all children of the Empire (boys age 6–11; girls age 6–10) in public elementary schools. This remained a dead letter. True, some government schools existed in the country, but they did not cover the needs of the population in which illiteracy among the non-Jewish and non-Christian sections was the rule rather than the exception. Another provision of the law required that everywhere ("in every quarter, in every village and in every town", in the words of section 3 of the law of Public Schools) schools should be opened (elementary and secondary) and, if the area had a mixed population (Moslems and non-Moslems), separate schools should be provided for each parochial community, including instruction in the particular language of the community and in its own religion. This too remained a dead letter, as were most of the provisions of the education laws of that year, which laws, in themselves, were progressive and all embracing.

THE FACTUAL POSITION

The actual fact was that, apart from a few government schools, the country had a number of private schools supported by various organizations, such as Christian missions of various denominations, Jewish philanthropic organizations (such as the Alliance Israelite Universelle, with its centre in Paris, the Juedische Hilfsverein (Ezra) school system with its centre in Berlin) and privately owned schools. The legal basis of each school was, if any, the legal ownership of the premises and the relationship of employer and employee, i.e. the relationship of the proprietor of the school and the teaching and other staff.

In 1891 and again in 1903 a group of Jewish teachers assembled in order to lay certain cornerstones for a national system of education, i.e., to formulate a generally accepted curriculum, hours of work for teachers and teaching hours in the schools, which would be followed by the Jewish schools existing at that time, or by as great a number of them as possible. Later on, groups of Jewish nationalists joined forces, and in 1909 the former attempts assumed a more concrete and unified form. All this may be described as ante-legal formulations. The material began to form, although even the rudimentary legal basis, as well as official recognition, were not yet in evidence. These efforts culminated in the formation of an unofficial education committee (Va'ad Ha-Hinukh) and in the drafting of regulations for those schools the owners of which were prepared to follow the committee's instructions. Soon afterwards the First World War broke out, and under the circumstances there was no way of placing these arrangements on a legal basis.

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[1] The reference to Ottoman legislation is taken and adapted from the French version published by George Young: Corps de Droit, Ottoman, 1906. N.B. For letterings such as (a), (b), etc. see Addenda

UNDER BRITISH MILITARY RULE

1917 saw the entry of British forces into Palestine and the practical termination of Ottoman rule, which had lasted for approximately four hundred years. That same year brought the Balfour Declaration, providing for the establishment of a Jewish National Home in Palestine.

Soon after the entry of British forces into Palestine, and the establishment by them of an Occupied Enemy Territory Administration, (O.E.T.A.), an official Zionist commission of the World Zionist Organization became the proprietor of the schools, paid the teachers and approved the curriculum. We have here, if not a common statutory basis for a national system of education, at least a common framework based as it were on a social contract which, in point of fact, is the forerunner of legal foundations in a free society.

THE MANDATORY REGIME

After the war and the proclamation of the British Mandate a civil government was formed, and the first Law of a constitutional nature, an Act of the British Parliament, was promulgated in the form of the Palestine Order in Council, 1922. Some sections of this Law had a direct, and some an indirect, influence on the development of the legal basis of education. Article 82 of the Order provides that the three languages, i.e. English, Arabic and Hebrew, be recognized as the official languages of the country. This, then, was the first official and legal recognition of the existing fact that in all the schools conducted under the auspices of the Education Committee or the Zionist Organization, referred to above, Hebrew was the medium of instruction. Article 83 of the Order provides, among other things, that "Each religious community shall enjoy autonomy for the internal affairs of the Community subject to the provisions of any Ordinance or Order issued by the High Commissioner." This was the basis for future legislation which will presently be examined in greater detail.

Under Article 83 of the Palestine Order in Council 1922 the Mandatory Government enacted, in 1926, the Religious Communities (Organization) Ordinance. This Ordinance provided that, upon the application of a religious community, the High Commissioner in Council may make rules for the said community providing, among other things, for the constitution of cultural councils or boards and the power to impose upon its members fees for communal purposes. Accordingly, two years later, the Jewish Community Rules were published. These rules provided, among other things, for the recognition of the Jewish Community in Palestine and for the setting up of (among other organs) an Elected Assembly and a General Council (Va'ad Leumi) as well as Committees of local communities. The most important rules for our purposes, apart from the provisions already mentioned, were rule 13(1) which empowered the Va'ad Leumi to pass resolutions, rule 13(3) which empowered the Elected Assembly to require or authorize a local Community to levy upon its members a rate or rates for the purpose (among others) of education, and rule 14(a) which empowered the Va'ad Leumi to administer the affairs of the Community in accordance with any resolutions of the Assembly.

This, then, was the legal framework into which the doctrines and modus vivendi laid down by the Education Committee of the closing years of Ottoman rule were introduced. Accordingly, the Va'ad Leumi passed resolutions which in effect adopted the precepts laid down by the Education Committee as well as agreements which the Palestine Zionist Executive entered into in 1920 and in 1926 with the Zionist political parties, basing the education system upon "trends" grounded in political, social or religious ideology.

The principles agreed upon were actually put into practice in 1930 by the municipality of Tel-Aviv, the only all Jewish municipality in the country. However, the final attempt at formality was made as late as 1940 by the Va'ad Leumi itself when it evolved a Code of Education, adopting the provisions agreed upon by the various persons and bodies mentioned above. The Code was published, though not in any official gazette, and therefore, despite the Religious Communities (Organization) Ordinance of 1926 and the Jewish Community Rules, it had again the force of custom (sanctioned by the Ottoman Civil Code still in force) or of contract but not of legislation.

Since the Code of 1940 merely formalized provisions, of both an administrative and a legal nature, which existed all along, we shall examine here its provisions, albeit that in the meantime (1929 and 1933) the Mandatory Government had enacted the first laws on education. We shall then be able to see to what extent the private legal initiative of the Jewish Community in Palestine and the Palestine Zionist Executive harmonized, and to what extent it conflicted, with the official legislation of the Mandatory Government.

THE EDUCATION CODE OF THE VA'AD LEUMI

The following are the main provisions of the Education Code of the Va'ad Leumi:

Section 2 of the Code specified that the central authority was the Va'ad Leumi or the Managing Board (hereafter "the Board") which functioned in the name of the Va'ad Leumi. The "Central Management" was the "Department of Education" of the Va'ad Leumi (hereafter "the Department"). The "Place" meant any local council, any local committee of the Jewish community, any committee of an agricultural colony, any parents' committee or any other committee which was empowered by the inhabitants to deal with local matters of education. A school (unless specified as an elementary school) included a secondary school as well as a kindergarten. A "teacher" included teachers of both sexes as well as a kindergarten teacher.

MAIN PRINCIPLES OF THE CODE

The Code laid down certain general principles. Thus—

1. The Va'ad Leumi was the Proprietor of the system of education of the Jewish community (Sec. 1a).
2. The Va'ad Leumi functioned on the basis of an agreement with the Jewish Agency for Palestine (i.e. the successor body of the Palestine Zionist Executive formed, with the consent of the Zionist Organization, for carrying out the practical policy of Jewish settlement and negotiations with the Mandatory Government in accordance with section 4 of the provisions of the Mandate issued by the League of Nations) (sec. 1b).
3. Recognition of the Trends (sec. 1c). (By the term Education Trend was meant an education based on a certain specific ideology, religious or social, and way of life. The Code recognized three Trends, i.e. the General, the Mizrahi (religious orthodox) and the Workers' (based on a socialist outlook). As will be seen later, in order to ensure that education and instruction in the schools belonging to a certain Trend would be in complete harmony with the ideas and spirit of its ideology, special teachers, principals and inspectors of identical views were chosen for each such school. In point of fact, these Trends were supported directly by political parties of the Jewish population in Palestine.
4. The Va'ad Leumi functioned through the Board and the Department (sec. 1d).
5. An Education Committee functioned as an advisory body to the Board and to the Department (sec. 1e).
6. Additional advisory capacity was given to the Supervisory Inspectors' Committees of the Trends, and there were certain matters upon which these inspectors had the decisive word (sec. 6(6)).

THE BOARD: MEMBERSHIP AND FUNCTIONS

Membership of the Board

The Board's members were, according to section 3 of the Code, appointed by the Va'ad Leumi. Its membership was also based on Trends. The Board was appointed once every two years (sec. 3(a)) and was composed of six members, among whom were the director of the Department and not less than two members of the General Trend, and not less than one of each of the two remaining Trends, namely the Mizrahi and the Workers' Trends. For some time representatives of the Jewish Agency and of the Municipality of Tel-Aviv, as well as of the Farmers' Federation (officially called, in the Code, the committee of the parents' organization in the agricultural settlements) sat on the Board. The reason for this is that till 1932 the Jewish Agency had dealt directly with the Jewish schools known later as the "Jewish Education System." In that year, an agreement between the Jewish

Agency and the Va'ad Leumi was signed, handing over the Jewish Education System to the Va'ad Leumi and fixing representation on the Board along the above lines, although the appointment of the chairman of the Board was subject to the approval of the Jewish Agency. It was specifically stated, in section 3(b) of the Code, that the representatives of the Department of Education of the Mandatory Government (see p. 18) attended in an *advisory capacity.*

Functions of the Board

1. Preparation of the Budget (Sec. 3(c))

The Board prepared the budget for the Jewish Education System and presented it, after approval by the Va'ad Leumi, to the Mandatory Government's Department of Education. This was done mainly in order to obtain whatever share of the Mandatory Government's budget for education was due to the Jewish Education System.

2. Appointment of Teaching Staff (Sec. 3(e))

It was the Board which nominally appointed all teaching staff in all the schools, determined the level of their salaries (sec. 3(f–i)) and terms of employment, and also decided on the transfer of personnel from one school to another or from one locality to another, although it was the Department which did the actual work. It was left to the Va'ad Leumi to approve the final budget (sec. 2(e)).

3. New Schools

The Board also decided when new schools were to be opened, when they were to be closed, and to which Trend each school should belong (sec. 3(g)–(h)). Occasionally schools would be transferred from one Trend to another, subject to the Board's approval (sec. 3(h) and secs. 11, 12, and 13).

THE DEPARTMENT: MEMBERSHIP AND FUNCTIONS (SEC. 4)

The Department acted as the executive arm of the Board, and its membership too was composed on the basis of Trend representation, including the Director of the Department and the Chief Inspector of each Trend (sec. 4 (a) and (b)). Although the Department was the administrative body carrying out the decisions of the Board, the Chief Inspector of each of the Trends was responsible for making proposals regarding the teaching staff of the schools of his Trend (sec. 4(f)). The Director of the Department was also bound to consult chief Inspectors regarding all matters and particularly was obliged to consult with each Chief Inspector in matters affecting his own Trend. Each one of the Chief Inspectors had the right of appeal to the Board against the decisions of the Director of the Department (sec. 4(f)).

THE EDUCATION COMMITTEE (SEC. 5)

A. Functions

The Education Committee constituted the main advisory forum before which the Director of the Department brought matters of an educational nature regarding the school system of the Va'ad Leumi. Thus the following were matters which came under the advisory powers of the Committee (sec. 5(e)):

1. Minimum school curriculum obligatory upon all Trends.
2. Maximum study hours per class.
3. Determination of teaching days and vacations.
4. Determination of the academic requirements of the teaching staff in the various types of schools.
5. Problems relating to fundamental principles of the educational system.
6. The appointment of the Director of the Department.
7. Amendments of the Code.
8. Legislative problems relating to ordinances and regulations proposed by the Mandatory Government.

B. Membership

The Education Committee was appointed by the Va'ad Leumi once every two years, and was composed of 13 members: the Director of the Department who acted as Chairman, ex officio, one member nominated by the Hebrew University, one by the Board, seven members by the representatives of the public, who also represented the Trends (three from the General Trend, two from the Mizrahi Trend and two from the Workers' Trend), and three teachers nominated by the Teachers' Federation, one from each Trend (sec. 5(a)). In addition, the Chief Inspectors of the Trends attended the meetings of the Committee in an advisory capacity (i.e. advising the advisors). In point of fact representatives of theMandatory Government also took part in the discussions in an advisory capacity.

TREND SUPERVISORY COMMITTEES SEC. (6)

In addition there were three supervisory committees, one for each Trend. Each committee comprised nine members, approved by the Va'ad Leumi. The Chief Inspector was a member of the Committee. The other members were: three members of the Board or of the Education Committee and belonging to the same Trend; two representatives of the parents, of whom one represented parents of the rural communities; three representatives of the teachers of the relevant Trend, one of them being a member of the Education Committee. Of the greatest significance was the following situation. The Director of the Department had to obtain the approval of the Board for the *appointment* of teachers, principals and inspectors of each Trend; upon these matters he had to obtain the prior advice of the Supervisory Trend Committee, each with reference to its own Trend; and yet regarding the *dismissal* of that staff on the grounds of religion or conscience, i.e. on principles affecting the fundamentals of the Trend in question, each Supervisory Trend Committee had the final word (sec. 6(f)).

RULES MADE UNDER THE CODE

The same authorities who drafted the Code also elaborated "rules", by way of subsidiary legislation. The subsidiary nature of these rules was evident in that they enlarged certain main sections of the Code. Thus, for example, the rules stated that, with reference to the general precepts of the Code, certain financial provisions would obtain (Rule 2). Again, the rules state that regarding the Code's chapter on the Education Committee, a certain procedure must be followed when electing the members (Rules 6, 7 and 8). Neither the Code nor the Rules makes any reference as to how amendments and changes in these two documents should be made.

MAIN PROVISIONS OF THE RULES

The first part deals with finances.

After a few technical details, the most significant provisions are rules 11–13, i.e. the transfer of a school from one Trend to another. Transfers were carried out as follows:

At least one-third of the parents of a specified school had to apply and the application was to be supported by the "committee of the place", i.e. by the board elected by the local inhabitants (such as a local council), if such existed. If the "committee of the place" disagreed with the transfer, then the matter was brought before the Board. If the first application (one third of the inihabitants) did not meet with the refusal of the "committee of the place", then a plebiscite of the parents was to be arranged not later than one month before the beginning of the school year. A plebiscite not carried out within the prescribed time was postponed until the next school year. Once a plebiscite was carried out in any particular place, no new plebiscite could be held there for the next three years.

One other technical provision in these "rules" should be mentioned. Rule 14 specified that the Director of the Department had to organize offices for the staff and Chief Inspectors, and each Chief Inspector (one for each Trend) was entitled to have a clerk "who was suitable to the philosophy or ideology of the Trend".

LEGAL EVALUATION OF THE CODE AND RULES

The details regarding the Code and Rules of the educational system of the Va'ad Leumi are given rather fully in this paper for three reasons.

In the first place, although these two documents have no statutory basis and their enforcement depended mainly on agreement and custom, during the whole Mandatory regime of about 30 years the validity of these arrangements was never questioned in any way in any civil court. For this reason, provisions lacking in exact legal definition did not receive any judicial interpretation.

In the second place, the Code and Rules barely took cognizance of the existence of the sovereign body under which the system functioned. The Mandatory Government was recognized as a possible source of legislation with which the Va'ad Leumi might have to contend. On the other hand, the Jewish Agency had a place of honor in the Code, as set out in the principles of the Code. This state of affairs was natural under the Mandatory regime, the main purpose of which (though it was not always carried out) was to work towards the establishment of a Jewish National Home in Palestine. Thus, the Jewish Community was organized along the lines which tended to create a state within a state. The national education system and the Code reflect this position very clearly. This system, as will be seen below, was inherited by and incorporated into the national system of education which came into existence upon the establishment of the State of Israel. In later laws, ambiguous references are made to a system which was, as we have seen, very intricate. The "politicization" of the system (embracing even clerks, as mentioned in the "Rules") and the strict political control exercised over each Trend, led to a statement by the Minister of Education and Culture in 1953, when the Trends were finally abolished, that the system in Israel up to then was not one of national education, but something like a confederation of sectarian systems of education.

THE MANDATORY GOVERNMENT'S EDUCATIONAL NETWORK

Parallel to the Jewish system of education there continued to exist private schools of various religious denominations—Jewish, Moslem and Christian, all of which retained their private character to a far greater degree than the Jewish National Educational network. An inheritance of the Ottoman period was a certain number of Government schools, in which Turkish was the language of instruction. First O.E.T.A. took over these schools and changed the language of instruction from Turkish to Arabic. Then the Mandatory Government took office and they became Government schools within the meaning of the Education Ordinance of 1933, as will be seen below.

THE EDUCATION ORDINANCE

Against this background, the Mandatory Government enacted in 1933 the Education Ordinance. The Ordinance provided for a Department of Education, the director of which was to be a member of the High Commissioner's Advisory Council. (It may here be stated that the powers of the Director of Education were conferred on the Director-General of the Ministry of Education and Culture of the State of Israel by a special announcement of the Minister, as published in Reshumot, Yalkut Ha-Pirsumim, of 1953 (p. 82) which, after the establishment of the State, took the place of the Official Gazette.)

The Ordinance provides a single definition for the term "school" (i.e. "any institution in which more than ten persons are taught systematically, and in which any person imparts education") and then sets forth six kinds of schools; government schools, public schools, assisted schools, non-assisted schools, community schools and private schools. Some of these terms overlap. Thus an assisted school may also be a community school. The definition of community school is given as "any school of which the proprietor is a community or local committee of a community organized under the Religious Communities (Organization) Ordinance or exercising jurisdiction in accordance with Article 51 of the Palestine Order in Council 1922." (Article 51 refers to religious communities and Courts of the religious communities having jurisdiction in matters of personal status.)

THE PLACE OF THE JEWISH EDUCATION SYSTEM IN THE FRAMEWORK OF THE EDUCATION ORDINANCE

Legislative validity was given to the Jewish Community's Va'ad Leumi and its network of schools in 1928 (though the actual transfer of the school system from the Jewish Agency took place as late as 1932), so that the Ordinance purported to embrace, through this definition, the existing system. It may here be noted that while, in 1928 as well as in 1933, the Jewish Community was not the largest of the communities recognized by the Mandatory Government nor did that community constitute a majority in Palestine, the Va'ad Leumi's constitutional structure, as well as its educational school system, had no parallel among other communities.

The Jewish education system did not include all the elementary Jewish schools, inasmuch as certain sections of the population such as the ultra-Orthodox (the Agudat Israel), those controlling the education system of the Alliance Israelite Universelle, and others, forming about one-third of the total, preferred to maintain their own separate networks of schools adhering to old traditions and teaching methods. Among these sections, the Agudat Israel network was incorporated in the national system in 1949, but it again "opted out" of that system in 1953, a procedure which was sanctioned by the Law.

LEGAL DEFINITION OF "SCHOOL"

Among the definitions of the various types of school, two are of special significance, namely those of public schools and Government schools. Section 3 of the Ordinance provides that "public schools shall be classified according to the principal language of instruction: *Arab schools established by the Government* and *such Hebrew schools as are included in the Schedule to this Ordinance.*" It was also Provided that "the Director may, subject to rules made under this Ordinance, at any time register any school as a public school" as well as remove it from the list with the approval of the High Commissioner.

We now see the birth of what later on was to have a great effect on the legal basis of the school system of the country, namely, two parallel systems of education: the one, governmental which was Arabic, and the other, communal which was Hebrew. All the remaining schools, whether they were maintained by a religious organization or not, remained, unless specifically included in the second group referred to, private institutions.

Governmental control of education, whether public or private became problematic because a discrepancy developed between the written word and actual practice. Regarding Arabic schools established by the Mandatory Government, there was no need to legislate seeing that sections 14 and 15 of the Palestine Order in Council, 1922, provide that the High Commissioner may appoint and dismiss government officials at pleasure. So the problem of control of teachers and masters in Government schools was similar to that of the control of any other civil servant, of any rank. However, by rules made under the Ordinance in 1933, it was provided as follows (Rule 9):

"No school shall be registered or continue to be registered as a public school unless, among other things—

(i) the general courses followed have been approved by the Director as appropriate to the grade and type of the school: Provided always that in a community school the character of the religious instruction given to children of the community shall be approved by the proprietor (Rule 9(d));

(ii) the salaries of the teachers are paid on a scale not lower than the minimum scale for public schools approved by the Director (Rule 9(f));

(iii) no person shall be appointed as a teacher who is unacceptable to the Director, and the proprietor shall, if required by the Director, appoint as teacher any person nominated by the Director (Rule 9(h));

(iv) no teacher may be dismissed and no teacher may be punished, except by reprimand, without the prior approval of the Director (Rule 9(i));

(v) the scale of fees, if any, is approved by the Director (Rule 9(j)); and

(vi) in respect of each teacher who is not employed in a pensionable government cadre the proprietor, when required by the Director, after consideration of the financial resources of the proprietor, pays monthly to the Treasurer such pension contribution on behalf of that teacher as may be fixed by the Director."

These provisions, among a total of eleven provided for by Rule 9, gave the Government, at least theoretically, stringent control of all public schools. In reality things worked out somewhat differently. On the one hand representatives of the Director sat with the Department and threashed out matters of common interest. It may be said that each side paid due consideration to the demands and opinions of the other. We see in the problem of pensions for teachers an example of the influence of the Government on the Va'ad Leumi. At the time there was no pension scheme for teachers, and it was the pressure put upon the Va'ad Leumi both by the Government and by the Teachers' Union that led to the formation of a comprehensive pension scheme. Gradually a tacit agreement was reached, by which the powers of the Director were transferred to the Director of the Department of the Va'ad Leumi. In point of fact the "tacit agreement" was made by the Mandatory Government, which consistently refused to put it down in writing. On the other hand, the Code definitely states that representatives of the Mandatory Government would sit on the Board in an *advisory* capacity.

Apart from Governmental control, the Ordinance devoted very general provisions to this problem. Section 4 provided that every school . . . shall be registered within a month of its opening, and that application for registration shall be made by the manager to the Director, upon such forms as may be prescribed. The penalty for non-registration is provided in section 9(a) which stated that "If it is shown to the satisfaction of the High Commissioner that a school is being conducted which is not duly registered, the High Commissioner may, by notice served on the proprietor or manager, order the school to be closed as from the date specified in the notice." The Ordinance required, then, *registration*, not license. The difference is considerable. The Ordinance does not specify minimum requirements for registration. The clue to the standard desirable may be inferred from the form given in the first schedule under Rule 3 of the Education Rules, but even there, while the details are set forth, the standard is not. Another clue may be found in sections 6 and 9 of the Ordinance.

The first of these sections provides for sanitary control i.e. if the premises do not rise to the minimum standard required by the health authorities (that minimum is not specified either in the Ordinance or in the rules made thereunder), then, upon application to the Minister of Education and Culture (the Ordinance mentions, of course, "the High Commissioner") [2] he may order the said school to be closed from the date specified in the notice sent by him. Similarly in the other section (sec. 9), if it is shown to the satisfaction of the Minister that—

(a) a school is being conducted which is not duly registered,
(b) a school is being conducted in a manner contrary to good order and morals,
(c) education is being imparted in a school by a teacher whose dismissal has been required by the Director in accordance with the provision of section 8 (to be discussed below),

the Minister may, by notice to be served on the proprietor or manager, order the school to be closed as from the date specified in the notice.

In this connection it is imperative to cite, in toto, the relevant section. Section 8(3) provides:

"The Director may require the dismissal of any teacher, whether in a public school or assisted school or in a non-assisted school, who has been convicted of a criminal offence involving moral turpitude, or who is shown to the satisfaction of the High Commissioner, after judicial enquiry by a judge or magistrate appointed for the purpose, to have imparted teaching of a seditious, disloyal, immoral or otherwise harmful character."

These provisions of the Mandatory Government were utilized only after the end of the Mandatory regime. Perhaps the reason is to be found in section 7 of the Ordinance, which deals with inspection and visiting of schools. According to that section certain officials specifically mentioned, may, at all reasonable times, enter and inspect any school other than a non-assisted school established or maintained by a religious association. It further provides that the manager or the person for the time being in charge of the school shall . . . furnish, in such form as may be prescribed, information required, with reference to the "care, tuition and attendance of pupils, the general management of the school, and the names and qualifications of the teachers." It will be noted that nothing is stated as to what will happen if the inspector does not see eye to eye with the manager of the school, barring always such lacunae as come within the provisions of sections 6, 8 and 9. On the other hand, sub-section (2) of section 7 deals with the inspection of a non-assisted school established or maintained by a religious association. It is provided specifically that "the Director shall not be entitled to demand any change in the curriculum or the internal administration of the school", i.e. (again in the wording of the section) "provided that nothing in this subsection shall prevent the High Commissioner (now the Minister of Education and Culture) from exercising such supervision over any school as may be required for the maintenance of public order and good government."

During the Mandatory regime there was very little cause to put these provisions to the test, seeing that the vast majority of schools were either directly controlled by the Government on the basis of full ownership, or directed with the cooperation of the Va'ad Leumi. The test of these provisions came many years later, after the establishment of the State of Israel. The first test case occurred when a certain Dr. Scheib brought a petition to the Supreme Court, sitting as a High Court of Justice, for an order nisi against the Minister of Defense, the Director-General of the Ministry of Education and Culture and the Headmaster of a certain school, on the grounds of wrongful dismissal. The following are the facts of that case (H. C.144/50 published in Piskei-Din (Supreme Court Cases) vol. V. p. 399): The petitioner was a qualified teacher of many years' standing. He applied for a teaching post in a private secondary school in Tel-Aviv and was accepted *subject to the approval of the Ministry of Education and Culture.* That school was not a "public school" within the meaning of the Education Rules. It so happened that the name "Dr. Scheib" meant something to the authorities as he was the author of a book held to be of an inciting character, and his former connection with an extreme underground organization classified him, in the opinion of some, as a person to whom the education and influence of young persons should not be entrusted.

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[2] The powers of the High Commissioner were transferred to the Ministry of Education and Culture in Reshumot (Yalkut Ha-Pirsumim) of 30. III.49, p. 152.

At least, this was the opinion of the Minister of Defense, who informed the Director-General of the Ministry of Education and Culture that Dr. Scheib was not to be approved. Thereupon, the Director-General informed the school authorities that "in accordance with the ruling of the Ministry of Defense" approval for the engagement of the said teacher was withheld. The management of the school promptly dismissed the teacher. When the matter came before the Supreme Court, it was not possible to show the legal basis for the dismissal. It was argued that the school, being a private school, could appoint and dismiss teachers at will; that if the management of the said school chose, of its own free will, to comply with the wishes of the Ministry, then the court had no cause to interfere. The Supreme Court did not accept this view, and held that since the procedure laid down in section 8(3) of the Ordinance was not followed, there were no grounds for the action of the Ministry of Education. The Court said the following: "We must not, however, disregard the internal relationship between the second respondent and the principals of schools. He is the director of the Department of Education of the Government, and they are the principals of educational institutions in the State. There are many bonds which bind the schools to the Ministry of Education.

The schools—even private and non-subsidized—are dependent upon the goodwill and often also upon the help of officials of the Ministry of Education in matters of guidance, advice, recommendations, and similar matters . . . it is beyond all doubt that because of the relationship between schools and the Minister of Education the second respondent exercised indirectly a most powerful influence over principals of schools, even in regard to matters which are beyond the scope of his limited authority, and that such directors will not always see their way clear to disregard such instructions even if they are entitled to do so. In these circumstances, in order to avoid the doing of injustice and with the object of ensuring that the bounds of the authority of public servants are adhered to, this court will certainly express its opinion in the matter." While analyzing the lacunae in the case, the Court pointed out that the Ministry of Education did not even use its discretion, but followed blindly in the wake of the Ministry of Defense. The law (section 8(3)), on the other hand, requires that the Minister of Education and Culture use his own discretion. The Court then went on to attack the main issue. "It has been submitted to us that considerations of security are to be regarded differently, that the petitioner is a dangerous person, that he speaks against the Israel army and undermines the security of the State. The reply to this submission would seem to be that such a man is not only unsuitable to act as a teacher, but should be kept out of an office, a shop, a workshop, kept off the streets, and not allowed to mix even with adult persons.

Not only is it permissible to take away his livelihood, but also to deprive him of his personal liberty. . . . Our State, however, is based upon the rule of law and not upon the rule of individuals. And if the censorship has passed over in silence the publication of the petitioner, and has not prevented him—strange as it may seem—from preaching rebellion, law still rules in Israel. The authorities will take such action against the petitioner as the law allows and he will then, at least, enjoy the right given to every citizen in the State, the basic right of a man to defend himself before the courts. If the opinions of a citizen are rejected, that is not to say that his life is at the free disposal of anyone; the ways of earning a living are not closed before him, nor is his life to be embittered by administrative action." (Cheshin J.) The order nisi was made absolute, the court ruling that the interference of the second respondent in the employment of the petitioner was without legal authority, and it ordered the second respondent to refrain from such interference in the future.

This case has become a classic of modern judicial precedents in the State of Israel and the quotation about bitterness due to administrative action has been cited many times in numerous High Court cases brought for the purpose of preserving civil liberties. However, regarding the development of the legal basis of education, it left in grave doubt the scope of governmental authority on non-subsidized educational institutions.

CONTROL THROUGH THE LOCAL EDUCATION COMMITTEES

The Ordinance gives the Government one more medium of control through section 11, and Part IV of the Education rules made thereunder. The purpose for which the Local Education Committees were constituted, is said to be the harnessing of the local population to the responsibility of providing buildings and maintenance for the schools. Nevertheless, by means of the presence of Government officials at every meeting, knowledge was acquired and partial control achieved.

Accordingly, local education authorities which were entitled to impose taxes and maintain schools were instructed to set up education committees, the members of which consisted of (1) a senior officer of the general administration, (2) a district inspector of education and, (3) a headmaster of a public school in the area, who shall be appointed by the Director (rule 34), and certain other members of the local council. Other rules make similar provisions regarding the appointment of official members of committees by the District Commissioner. Rule 50 provides that the District Commissioner, the Assistant District Commissioner, the Director of Education, the Deputy-Director of Education, the Senior Medical Officer and the District Engineer, or their deputies, may attend any meeting of a committee or sub-committee but shall not vote except as specifically provided by another rule. Rule 52 (1) and (4) provides as follows:

"(1) If a senior officer of the general administration be appointed a member of a committee or sub-committee, he shall be ex officio chairman. (2) . . . (3). . . . (4) Notwithstanding the provisions of subsections (1) and (2) and (3), the most senior officer of the general administration present at a meeting shall preside at that meeting."

On the other hand, all this had no bearing on private schools.

THE INITIAL PERIOD OF THE STATE

After the establishment of the State of Israel on May 15, 1948, a curious development took place. The two bodies, i.e. the Va'ad Leumi and the Government, found themselves merged, if not in law, at least in fact. The Va'ad Leumi entered into unofficial liquidation, whilst some of its departments were incorporated in toto in the administration of the new Government. Thus, the Ministry of Education and Culture took over the whole of the Va'ad Leumi's Department of Education. With the flight of so many Arabs (including most teachers and inspectors), the Government (mandatory) Arab schools ceased to function. On the other hand, the Va'ad Leumi's former schools continued but looked to the Government for their source of authority. All teachers of the Va'ad Leumi received letters informing them that they were regarded as transferred to the Ministry of Education and Culture, with all their contractual and other rights remaining intact. The terms of their employment after the establishment of the State and the liquidation of the Va'ad Leumi underwent considerable changes in detail. Nevertheless, the main principles are still in force today.

TEACHERS' CONTRACTUAL RIGHTS

When one considers what those contractual and other rights were, one is faced with a situation even more vague than that which existed under the "legal framework" of the education system of the Va'ad Leumi. In 1943 a committee composed of representatives of the Board, the Department and of the General Federation of Hebrew Teachers (hereafter referred to as "the Federation") submitted a draft of what was known as the Employment Code for Elementary Schools. This Code (which in reality was a draft contract), the provisions of which had not all been unanimously accepted, was never signed, but most of its provisions were followed. Difficulty arose when it was necessary to determine which provisions held good, and which provisions no longer applied. This was settled from time to time in joint meetings between representatives of the Department (and later of the Ministry) and the Federation. For this reason, only the more general terms of the Employment Code will be referred to in this paper.

PROVISIONS OF THE EMPLOYMENT CODE

The Employment Code provides for three categories of teachers—teachers under probation, temporary or substitute teachers (replacing absentees), and permanent teachers. The division into these categories was important for the purpose of dismissals. A temporary teacher can be dismissed at short notice. Teachers on probation can, as a rule, be dismissed, during the first two or three years of their service, upon notice of two or three months given before the end of the school year. Permanent teachers are not liable to dismissal at all, except for misconduct. (This provision was not adhered to and even permanent teachers were also liable to dismissal, upon certain conditions.) If they become physically incapacitated, before reaching pensionable age, they can be pensioned under certain fixed rules regarding pension rights. (This principle, that a teacher as well as any permanent civil servant could not be dismissed without good reason, was later supported by legal decisions which held arbitrary or wrongful dismissals to be beyond the powers conferred by Article 15 of the Palestine Order in Council, 1922.) The Employment Code further provides that teaching posts should be based on teaching hours. The salary of the teacher is calculated according to the number of teaching hours or lessons he teaches. A teacher may be employed in more than one school.

The Employment Code differentiates between married and unmarried women teachers and grants the former (if they are mothers of children under the age of 14) certain financial privileges. A married woman teacher having children as stated can teach 24 lessons a week, instead of 30 lessons required from all other teachers. She will then receive 24/30 of the normal salary but the full cost of living allowance received by teachers who teach 30 lessons a week. The same terms are granted to teachers over the age of 50. The Employment Code further differentiates between part-time teachers and full-time teachers and provides that the part-timers are not to be burdened with extra-curricular activities.

The Employment Code gives the principal of a school the position of primus inter pares, and not (as in the English system, for instance), that of a captain of his ship. Accordingly the principal generally acts on the advice of the "pedagogic council" (c) (composed of the teaching staff in each school) regarding matters appertaining to educational matters of the school. A teacher is entitled to appeal to the inspectors against the decision of the principal.

According to the Employment Code, the basic salary of a teacher is subject to additions of (a) family allowance, (b) yearly increment up to a total of 20 years and (c) such other allowances as are determined from time to time. If both husband and wife are employed, no family allowance is granted. A special increment is granted to teachers who obtain a university degree in addition to their two years' course at the teachers' training colleges or seminars.

The Employment Code specifies disciplinary offenses. These include the infliction or even the threat of physical punishment upon the pupils.

The Employment Code provides for special vacations—upon the birth of a child; for a sabbatical year to be devoted to study; enlistment in the armed forces. These are in addition to the school vacations and the religious festivals.

The Employment Code devotes many paragraphs to the question of when and how teachers may be dismissed, on the grounds mentioned. Of particular interest is paragraph 32 which provides for dismissal by the Committee of Inspectors of the Trend. This may be done if the tecaher's outlook or actions contradict the principles of the Trend. Such an action amounts to a complaint against the teacher involving a commission of inquiry and only if the findings are supported by ¾ of the commission can dismissal take place. The procedure of paragraph 32 is now obsolete. Dismissal on budgetary grounds are possible but entail the payment of compensation. The Employment Code further provides, in para. 34(b), that if the circumstances of employment become worse than they were at the beginning (as for instance in the case of a teacher being transferred from a central place to some distant village, away from his family, or where he cannot obtain a dwelling suitable to his position), then the teacher is entitled to resign and receive compensation as though he had been dismissed.

Finally, the Employment Code provides for the establishment of a permanent committee to solve differences between the Board and the Department on the one hand, and the Federation on the other. It is of significance that the members of this committee were to be appointed by the Jewish Agency.

As stated, the Employment Code could be looked at for guidance only in very general terms. It may be said that, prima facie, the Employment Code formed the basis for the employment of teachers by the Department, unless it was found that the committee had made some change in any particular provision.

This then was the meaning of the notice which the teachers received upon the establishment of the State, to the effect that they were transferred to the employment of the Ministry, with all rights remaining intact.[3]

After the establishment of the State, the Government opened new schools with ever-increasing speed, to cope with mass immigration.

From the legal point of view, it may be said that the erstwhile system of education of the Va'ad Leumi, which was based mainly on the law of private contract and which was subject to control by a higher body, suddenly found its basis to be mainly statutory while controller and controlled became one. This ambiguous situation was partially remedied by later legislation.

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[3] The terms of employment, after the establishment of the State and the liquidation of the Va'ad Leumi, underwent considerable changes in detail. Nevertheless, the main principles are still in force today.

COMPULSORY EDUCATION LAW, 1949

In 1949 the Knesset (the Israel parliament) passed the Compulsory Education Law, covering many of the legal aspects of the educational activities of children aged 5 to 14, inclusive. It also brought into its orbit adolescents aged 14 to 17 who had not completed their elementary education at an earlier age.

NEW LEGAL CONCEPTS

The Compulsory Education Law (hereafter referred to as "the 1949 law") opens with an entirely new set of concepts:

1. The Board

The "Board of Education" (sec. 1 and 14) is not a legal person but the Minister of Education and Culture (hereafter "the Minister") is bound to consult with it regarding almost every matter covered by the law. It is interesting to note that while this Board does not possess a legal personality, the High Court of Justice ruled that a member of this body can bring a petition for an order nisi against the Minister, for acting without the authority and beyond the scope of the 1949 law. This matter was raised in H.C. 107/50 Haim Ariav v. The Minister of Education and Culture (published in Piskei-Din vol. V page 523). In this case a member of the Board asked the Court to rule that the Minister had no power to transfer a school from one Trend (the metamorphosis of which will be discussed later) to another. Among other things, it was argued that the member of the Board, i.e. the petitioner, had no standing in the case, that he was not "an interested party", and that such party could only be a parent of a pupil in the said school, a teacher or a principal. The Court rejected this argument and held that a member of a board, although not having a legal personality, could petition for an order nisi regarding any matter in which the public was interested, within the framework of the law in question.

It will be noted that the introduction of the Board as an advisor is a very new concept, if compared with the provisions of the Education Ordinance of Mandatory days. True, the Ordinance provided for Education Committees which acted in an advisory capacity, but they were set up to advise the local education authorities and not the High Commissioner. On the other hand this provision is a direct inheritance from the "constitution" of the Va'ad Leumi which received legal validity by degrees first through long usage and then by legislation. This too is a manifestation of the changed basis of government from a colonial or mandatory status to that of a sovereign democracy. Perhaps the most important aspect of consultation with the Board is in the field of subsidiary legislation, which will be discussed below.

2. The local education authority

The second innovation of the 1949 law is the new concept of "local education authority". (sec. 1). If we compare the Education Ordinance with the 1949 law we see the following:

The 1933 Ordinance provides in section 11—

"Every municipal council and any such local council as the High Commissioner shall, by order, appoint a local education authority. . . . In a village where there is no local council, but where at the date of the commencement of this Ordinance (here certain provisions are specified) the village authority shall be the local authority. . . ."

Again, we see in section 2 of the Ordinance among the interpretation of terms, the following:

" 'Village authority' means the village council, if such exists, and otherwise the mukhtar or mukhtars of the village."

On the other hand, the 1949 law, section 1, interpretations, states as follows:

" 'Local education authority' means—

"(a) in respect of the area of jurisdiction of a local authority—such local authority.

"(b) in respect of a *moshav* (small holders' settlement), a *kevutsa* (small communal settlement) or *kibbutz* (large communal settlement) the committee of the *moshav* or the secretariat of the *kevutsa* or *kibbutz*, as the case may be; the area of the *moshav*, *kevutsa* or *kibbutz* shall be deemed to be the area of the jurisdiction of the committee or the secretariat, as the case may be;

"(c) in respect of any other area—a committee recognized or a person appointed, by the Minister, by order published in Reshumot, of a local education authority in respect of the area defined in the order; such area shall be deemed to be the area of jurisdiction of such committees or such person, as the case may be."

Since the Ordinance was not repealed one is referred to general rules of interpretation in order to resolve discrepancies between these two laws. For example, is one to say that an Arab village which has not yet been given municipal status is to be deemed a village, whose authority according to the Education Ordinance is the local education authority, i.e. the village elders (mukhtars if such exist), or is one to rule, in accordance with the principle that the later law takes precedence over the earlier law, that the village constitutes "any other area" in accordance with section 1 of the 1949 law? Again, it may be a moot point whether there really is a clear discrepancy between the old and the new provision which warrants resort to general rules of juridical interpretation. Be that as it may, since the term Mukhtar has fallen into disuse and the Law upon which it was based (the Village Administration Ordinance 1944) has become obsolete, all such Arab Villages are treated as "other areas" and brought within the orbit of the 1949 law.

3. "School"

The word "school" provides another complication. Section 2 of the Ordinance provides that a "school" means any institution in which more than ten persons are taught systematically, and in which any person imparts education. On the other hand, the 1949 law does not mention a school. Instead of "school", it is stated (sec. 1) that "educational institution" means "an institution for the systematic instruction of children or adolescents."

4. "Person" as compared with "children" or "adolescent"

We now come to another difference. The Ordinance speaks of *persons* while the law of 1949 speaks of *children* or *adolescents*. Accordingly (again in section 1 of the 1949 law), "child" means a person below the age of 14 years, while "adolescent" means a person of any age from 14 to 17 years inclusive. This would seemingly equate a "person" to a "child" or "adolescent", were it not for the fact that the 1949 law specifies that compulsory education shall apply to all children of the ages from 5 to 13 years inclusive, and to all adolescents who have not completed their elementary education (section 2(a) of the 1949 law). This leaves a margin between the two definitions covering the ages below 5 years and over 14 (in cases of persons who have completed their elementary education) or over 18 years in all cases.[4] It would seem then, that the 1949 law has excluded from the scope of the Education Ordinance all schools providing elementary education for children and adolescents. On the other hand, with certain exceptions to be referred to later in this paper, the provisions of the Ordinance will hold good for all other schools.

5. "Trends"

The last provision of the 1949 law to be specially noted is the reversion to the administrative structure of the education system of the Va'ad Leumi discussed at the beginning of this paper, i.e. the Trends. Accordingly, the last definition appearing in section 1 of the 1949 law is as follows:—"*recognized Trend*" means any of the four Trends existing in Jewish education, namely (a) the General Trend (b) the Labor Trend (c) the Mizrahi Trend (d) the Agudat Israel Trend.

After the proclamation of the State, the Agudat Israel joined the national system upon receiving Trend status, but "opted out" when the Trends were abolished. Since the concept of Trends has already been explained, the reader will be in a position to understand the aim of the legislature. In this connection section 10 of the 1949 law should be noted, namely:

"*10. Parents' right to choose a recognized Trend*

"(a) Parents discharging the duty imposed on them under section 3 (i.e. registration of their children entering upon the age of compulsory education), . . . may, at the time of registration, declare that they wish the child or adolescent to attend an educational institution for elementary education belonging to a certain recognized Trend or that they wish him to attend some other educational institution for elementary education. Where no such declaration is made, the parents shall be deemed to have declared that they wish the child or adolescent to attend the official educational institution for elementary education which is nearest the place of residence of the child or adolescent.

"(b) The Minister may, by order, require a local educational authority or several local educational authorities jointly to open and maintain, at the wish of the parents of children or adolescents resident in the area or areas of jurisdiction of such local education authority or authorities, an official educational institution for elementary education of recognized Trend or another official educational institution for elementary education. Detailed provision as to the making of orders under this subsection shall be enacted by regulations."

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[4] Regarding exceptions appertaining to institutions of higher education—see below: Council for Higher Education Law, 1958.

Such regulations were duly made, and are annexed hereto.

The only other provision regarding Trends to be found in the 1949 law is in connection with the Board of Education in respect of which it is specifically stated in section 4 that "the recognized Trends shall be represented" on the Board.

As references to the Trends within the framework of the 1949 law are extremely laconic, the courts had to resort to oral evidence in order to interpret them. Accordingly, in the case of Ariav mentioned above, when the member of the Board complained that the Minister transferred a school "belonging to one Trend" to the "inspectorship" of another Trend, without any legal foundation for such an act, evidence was given as to the meaning of the expression "Trend" and to what extent the "inspectorship" (i.e. the group of inspectors who are government officials) has a kind of metaphysical personality which is not inconsistent with their status of civil servants, and whose rights are in some way capable of being infringed by the Minister. However, the Court held that in spite of the fact that Trends have no legal personality, the Minister had no power to transfer a school from one Trend to another, i.e. had no power to order that a set of inspectors be in charge of a certain school which had been subject to the inspectors of a different Trend in the past. This case is especially noteworthy as showing the impact of sovereignty on the former "constitution" of the Va'ad Leumi. Such a case could not have been brought before any court prior to the establishment of the State. Only a government or local authority could be summoned to appear before the High Court to answer a petition for an order nisi, and any other proceedings would have had to be founded on a breach of contract which, in the circumstances, was almost an impossibility.

THE EDUCATIONAL LADDER

Other noteworthy provisions of this law are the three stages of education: one year of kindergarten for children of the age of 5 years; eight years primary school for children from 6 to 14 years of age; and finally an indefinite period lasting up to four years, until the pupil has reached his eighteenth birthday. The 1949 law calls this last category an "educational institution for working youth," on the assumption that children who had reached their 14th year, but for some reason had not managed to complete their elementary education, should be allowed to go to work but should at the same time, be compelled to continue their studies until they reached the minimum level. For some, then, it would take one year; while for others it may take two, three and even four years, all depending on what level they had attained in their "educational institution for children," i.e. their original elementary school. Actually, these schools are all evening schools although section 4 (c) of the 1949 law provides that "an employer employing * * * an adolescent of compulsory education age who has not completed his elementary education shall release the * * * adolescent from work, without making a deduction from his wages, on the days and at the hours fixed for the instruction of the * * * adolescent, *as may be prescribed by regulations.*" The original idea was to provide for the release of adolescents an hour before the normal stoppage of the working day. Adolescents released under this provision, which was to be laid down by regulations, were not to be dismissed by their employers. However, it was feared that the shortening of the adolescents' working day would cause employeers to avoid employing "working youth." As a result the rules referred to have not yet been published and all such schools are kept open during the evening hours only (6 to 9 p.m.).

"SPECIAL SCHOOLS"

Parallel to the schools described above, the Education system in the country has "special schools", a term not provided for by law. Section 9 of the 1949 law provides as follows:—"The Minister may, by order, require a local education authority or several local authorities jointly, to open and maintain an official educational institution for problematic or crippled children or adolescents resident in the area or areas of jurisdiction of such local education authority or authorities and entitled to free elementary education under this law." Sub-section (b) of the same section gives the Minister the parallel power of requiring a local education authority to support out of municipal funds a private institution in lieu of setting

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up a municipal school. A number of schools for the blind, the deaf and dumb or the otherwise handicapped pupils exist, both official, (i.e. owned by the State or by one or more local education authorities), and privately owned. Such schools include those especially maintained for children whose I.Q. is below the normal. A start has also been made in the education of maladjusted pupils.

EXEMPTIONS

Another provision of special interest is section 5 which entitles the Minister to do either of two things: (a) to exempt parents from the duty of ensuring the regular attendance of their children in a recognized school if the children attend a non-recognized school the name of which has been published in Reshumot (this might even have formed a third division of schools, were it not for the fact that the 1949 law only refers to these schools obliquely in a sub-section and not in the main definitions of the term "school") and (b) to grant the same exemption to the parents of children so handicapped that they are incapable of regularly attending a school or, if they be non-handicapped, if they receive private tuition to the satifaction of the Minister.

Of these provisions, it may be said that the first sub-section was intended for the use of certain Jewish groups so steeped in their own traditions that the government was disposed to give them more time to adjust themselves to the general framework of recognized education in the country. So far, only a very small group of the ultra-orthodox section have availed themselves of this possibility and there has been no new publication of lists of schools in respect of which such exemption will apply since June 1950. The 1949 law makes no provision for the inspection of such schools. Whatever rights of inspection the Minister may have regarding such schools, exist under the Ordinance, and these are very scanty. Moreover, some of these schools may fall under section 7 (2) of the Education Ordinance 1933 which provides:

"The Director or the Deputy Director may, at any time after reasonable notice has been given to the manager, visit any non-assisted school established or maintained by a religious association, and the manager or the person for the time being in charge of the school shall furnish at the visit or at other times any information which the Director or the Deputy Director may require with regard to the care and tuition of pupils, the general management of the school, and the names and qualifications of the teachers; the Director shall not be entitled to demand any change in the curriculum or the internal administration of the school:

Provided that nothing in this sub-section shall prevent the Minister of Education and Culture (i.e. formerly the High Commissioner) from exercising such supervision over any school as may be required for the maintenance of public order and good government."

The position is, then, that the Director-General of the Ministry or his deputy may inspect these schools. At the same time the Minister can, at any time, revoke the exemption given under section 5 of the 1949 law. If he does, then the 1949 law will take precedence over section 7 (2) of the Ordinance. So it may be said that the powers of the Minister regarding these schools have been allowed to become dormant, rather than extinguished.

The remaining provisions of the 1949 law are not peculiar to this country. They are partly based on the English Education Act of 1944 and comprise the obligation laid upon children of the ages above-mentioned to attend schools; obligations laid upon the State and upon the local authorities to provide free education; provisions as to registration; provisions as to the meaning of "regular attendance"; provisions regarding the power of taxation granted to such local education authorities as have no municipal status; provisions regarding the calculation of age, the maintenance of a card index of children subject to the law, the power to delegate authority, and, finally, the duty of consultation with the Board of Education.

The fact that these general provisions have been influenced by the English Education Act of 1964 does not give that Act or the interpretation of that Act by the English Courts, binding force in this country. On the other hand, there is little doubt that should English decisions relating to sections of the 1949 law which are similar to or identical with the parallel provisions in the English Act be brought before the local courts, such courts will pay due attention to, and maybe even follow, those decisions. One example will be given. Section 7(b) of the 1949 law provides:

"Official educational institutions for the provision of free elementary education under this law to children and adolescents *resident in the area of jurisdiction of a* *particular local education authority* shall be maintained by the state and the local education authority jointly. The Minister, in consultation with the Minister of the Interior, shall, by order published in Reshumot, determine in respect of each school year and in respect of each local educational authority the amounts of the respective contributions of the State and the local education authority towards the maintenance of the official educational institutions providing elementary education *to the children and adolescents resident in the area of jurisdiction of the local education authority*."

In addition, section 1 of the 1949 law defines "parents" as follows:

" 'Parents' of a child or adolescent include the guardian of the child or adolescent and any person in whose custody or under whose control or supervision the child or adolescent is placed."

The definition of "parents" in the English Act of 1944 will be found in section 114(1) which deals with interpretations. Thus:

" 'Parent', in relation to any child or young person, includes a guardian and every person who has the actual custody of the child or young person."

In the English Act we find section 106 which deals with cases where a child residing in the area of one local education authority goes to school in the area of another. The English Act does not actually use the word "residing". The problem, however, has arisen in both countries. A child of parents residing in one area is sent by them to school in the area of another local education authority, either in a boarding school or to relatives or friends. The "receiving" local education authority refuses to accept the child without special payment. The Israeli local education authority into whose area the child is received, will claim that the residence of the child is that of his natural parents. The English local education authority will advance the same contention. Since 1944 the English authority has been able to rely on subsection (2) of section 106 of the Education Act, which provides:

"For the purpose of this section, a child or young person shall be deemed to belong to the area in which his guardian resides:

Provided that—

(a) if the guardian of the child or young person cannot be found or his guardian has no place of residence in England or Wales, the child or young person shall be deemed to belong to the area of the local authority in whose area he was born; and

(b) . . . ."

Furthermore, an additional provision may be found in section (2):

"If it is impracticable to determine under the provisions of the last foregoing sub-section to which area a child or young person belongs, either because his place of birth was not in England or Wales or cannot be ascertained or for any other reason, he shall be treated as belonging to such area as may be determined by agreement between the local education authorities concerned, or in default of such agreement, by the Minister."

There is one case, dating from the Education Act of 1900 but still of interest, vis. Gateshead Union v. Durham County Council (1918) 1 Ch. 46, in which the court held that a local education authority could not demand attendance fees from the guardians of a child (an orphanage). The court stated:

". . . It would be contrary to established principles were an express obligation is imposed, to imply a further obligation as necessarily reciprocal to the obligation imposed on the parents (i.e. to pay taxes, for example—R.S.). I think, therefore, what I have to do is to examine the Acts and see what obligations have been imposed on the local education authority.. . . (p. 154)."

It was not argued, in this case, that the reason for the demand of the attendance fee was that the child was not the natural son of a local resident. Nevertheless, any orphanage, by its very nature, does not necessarily have inmates belonging only to its own area. In a similar case, an Israeli court reached the same decision—(although identical sections of the law do not exist in Israel). The case under reference is H. C. 85/51 S. Monson v. Kfar Ata Local Council (judgment delivered on 23rd July 1951 not published). In this case the petitioner was the owner and manager of a home for disturbed children from all over the country. He sent them, for their primary education, to the day school of the local council. He claimed free tuition for "his children" who were residing in his "home", he being a "parent" within the definition of section 1 of the 1949 law. The local council refused, arguing that no parent could have so many children and that it was not the intention of the legislature to impose such burdens on small local education authorities. The court ordered that the local council of Kfar Ata grant free education to the "children" of the petitioner. However, as this judgement was given by default, the respondents not having appeared, its value as a binding precedent is doubtful.

A number of rules were made under the 1949 law, but since this law was amended by the State Education Law of 1953, these rules will be mentioned below.

THE STATE EDUCATION LAW

The State Education Law of 1953 (hereafter called "the 1593 law") aimed first of all at abolishing the Trends, a heritage of the past which had obtained legal status in the 1949 law. The second object was to clarify the position of inspection and control over official schools in the country. The way in which these objects were attained is as follows:—

Section 1 of the 1953 law (definitions) provides:—

" 'State education' means education provided by the State on the basis of the curriculum, without attachment to a party or communal body or any other organization outside the Government, and under the supervision of the Minister or a person authorized by him in that behalf."

Section 27 of the 1953 law amends the 1949 law by—

(a) deleting the definition of the Board of Education (which, as will be remembered, had to include representation of the recognized Trends, and

(b) deleting the definition of "recognized Trend",

both definitions appearing in section 1 of the 1949 law.

NEW LEGAL CONCEPTS

On the other hand, the 1953 law provided for a new concept.

(a) "State education", and

(b) "religious education" which is defined as "state education, with the distinction that its institutions are religious as to their way of life, curriculum, teachers and inspectors," and

(c) "supplementary program for a religious State educational institution" which means a supplementary program comprising the study of the written and oral religious law and aimed at a religious way of life, and includes religious observances and a religious atmosphere within the institution",

while the supplementary program for the State educational institutions means, according to the official definition, "a part of the curriculum to be prescribed or approved by the Minister under this law and comprising not more than twenty-five per cent of the lesson hours in an official educational institution".

THE CATEGORIES

The separation of both education and schools into two categories "State" and and religious State" is the leitmotif of the whole law. Section 3 of the 1953 law provides:—

"From the school year 5714 (i.e. 1954) onwards, State education shall be introduced in every official educational institution. . . ."

The 1953 law provides further that in addition to the terms mentioned specifically in section 1 of the law, "the other terms have the same meaning as in the Compulsory Education Law." In the 1949 law, the term "official educational institution" was defined as: "an educational institution maintained by the State or by a local education authority, or by several local education authorities jointly, or by the State and a local education authority, or by the State and several local education authorities jointly, and which the Minister, by declaration published in Reshumot, has declared to be an official educational institution for the purpose of this Law".

The amendments of the 1953 law resulted in all official schools being divided into two categories instead of the former Trends. This is how it was done (sec. 3 of the 1953 law): "in an official educational institution which in the school year 5713 (i.e. 1953) belonged to the Mizrahi Trend or the Agudat Israel Trend or the religious section of the Labour trend, religious State education shall be introduced".

Originally, the Labour Trend was sponsored by the General Federation of Jewish Labor in Palsetine (known simply as "the Histadrut"). Although the Education Code of the Va'ad Leumi made no mention of the role played by the Histadrut in the Labor Trend, when the "wars of the Trends" became rampant, the Mizrahi Trend and the Agudat Israel Trend both competed for the enrollment of children of observant parents in their schools. The Histadrut tried to break the monopoly enforced by these two Trends on education which was based on a religious outlook. Accordingly the Histadrut set up a "subsidiary religious Trend", catering for Orthodox parents and promising not only both observance and learning of the religious law, but also the financial help and organizing ability of the trade unions or, in ether words, of the Histadrut. The 1953 law constitutes a sacrifice by the labour parties of this particular "sub-Trend" which, by section 3, became merged with the other two main Trends of religious education.

THE COUNCIL FOR RELIGIOUS STATE EDUCATION

Next in the order of the division of education into categories comes section 13, which provides as follows:

"There shall be established a Council for Religious State Education; the members of the Council shall be appointed by the Minister with the approval of the Government, each for a period of four years. Two members shall be representatives of the Minister, six shall be appointed from a list of twelve candidates proposed by the Minister of Religious Affairs, three from a list of at least six candidates proposed, in accordance with regulations, by teachers' organizations representing the religious teachers, and three from among the religious members of the Education Committee."

The importance of section 13 will immediately be seen when considering sections 15, 16, and 18 of the 1953 law, namely:

> 15. "The Minister shall, in accordance with a procedure prescribed by regulations, consult the Council for Religious State Education before exercising any of the powers vested in him by this law relating to religious State education, including the power to appoint the Director of the Religious Education Division in the Ministry of Education and Culture and the power to appoint inspectors, principals and teachers of religious State-educational Institutions, . . ."
>
> 16. "The supplementary program for religious State-educational institutions shall be prescribed by the Minister with the *consent* of the Council for Religious State Education."
>
> 18. "The Council for Religious State Education may, on religious grounds only, disqualify a person for appointment or further service as a principal, inspector or teacher at a religious State-educational institution. . . ." [5]

The idea behind these sections is that only a truly religious teacher can impart an education of a religious nature and create an atmosphere truly conducive to such education. Similarly, only a council composed of members who are devoted to religious education and appointed by people who can be trusted in this matter, can supervise by advice and by veto, by consent to a supplementary programme and by general initiative, the religous education given by the Government, in which the Minister of Education need not necessarily be himself a religous man.

However, the full impact of the above sections will be better understood when considering the following provisions: According to sections 34(1) and (2) the Minister is charged with the implementation of the Law and shall make regulations as to any matter relating to such implementation, including regulations as to—

> "(1) the procedure for the supervision of State-Educational institutions and the appointment of the inspectors, principals and teachers thereof;
>
> "(2) the procedure for the supervision of religious State-Educational institutions and the appointment of the inspectors, principals and teachers thereof, and the exercise of the right of the Council for Religious Education to propose candidates as teachers, principals and inspectors and to disqualify teachers principals and inspectors from the continuation of their service, or to oppose their appointment on religious grounds."

These above two sub-sections are the basis for the State Education Rules (Procedure of Inspection), 1956. With regard to the division into categories, it is noteworthy that the rules set up a department for religious education as well as an educational secretariat. The latter deals with many aspects of supervision of both staff and curriculum. However, the Procedure of Inspection Rules provide:

1. All the functions of the educational secretariat, to the extent of their dealing with matters especially appertaining to the religious nature of the religous State educational institutions, are exercised by the Director of the Department of Religious Education.

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[5] Note the similarity of this section to section 6 (f) of the Educational Code which provided that regarding the dismissal of teaching staff on religious grounds or on matters of conscience or principle, the inspectors' committee had the final word and were not subject to approval by the Department, the Board or even the Va'ad Leumi itself.

2. All reports regarding the special educational matters of the religious State educational institutions, are brought before the educational secretariat by the Director of the Department of Religious Education.

3. The supreme authority regarding the religious nature of the religious State educational institutions is placed in the hands of the Director of the Department of Religious Education. He is also entitled to carry out direct contact with the said institutions by visits, meetings and circulars regarding the special educational matters appertaining to these institutions. He is also entitled to approve text books and reference books regarding all matters of a religious nature current in these institutions, save that the consent of the Director-General of the Ministry is required. Failing such consent an appeal is allowed to the Minister himself.

4. The Director of the Department of Religious Education is also entitled to call for meetings of inspectors of education of the said institutions, in order to clarify educational matters of special interest to the said institutions, and to pass the conclusions reached at such meetings to the Director-General of the Ministry.

5. Inspectors of the said institutions are directly responsible to the Director of the Department of Religious Education.

6. The transfer of duties from one inspector to another, insofar as it concerns the said institutions, requires the approval of the Director of the Department of Religious Education.

7. Suggestions for the setting up of establishments and of staff rolls in the said institutions, require the prior approval of the Director of the Department of Religious Education. The final decision relating thereto lies with the Director-General of the Ministry subject to an appeal by the Director of the Department of Religious Education to the Minister himself.

8. A report on the work of a principal or a teacher in the said institutions must not only be brought to the knowledge of the Director of the Department of Religious Education, but it may not be communicated to the said principal or master, either wholly or in part, without the prior approval of the Director of the Department of Religious Education.

9. All reports on the work of principals and teachers must be communicated to the Director of the Department of Religious Education, in addition to those communicated to the District Inspector of Education (who does not necessarily belong to the category of "inspectors of the religious State educational institutions.")

The Director of the Department of Religious Education participates, ex officio, in all meetings of the Council for Religious State Education, and thus in spite of the religious category being under the supervision and control of a lay minister and lay district inspectors, it is closely guarded by religious people.

The intricate regulations dealing with the registration of pupils for elementary schools, as well as their transfer from one institution to another, form another aspect of the division into categories. Having had experience with the bitterness of Trend strife, the 1953 law and the rules made thereunder provide for strict measures to ensure freedom of choice between the two categories, as well as freedom of change. Thus, not only has each school to display a notice stating clearly the type of school it is, for instance, "State Education School—Ben-Yehuda", so that parents who desire a religious state education for their children will be warned by the very name to register their children elsewhere, but there are numerous other provisions as well. The Compulsory Education and State Education (Registration) Rules, 1959, provide:—

1. Registration is by zones of residence. But in each zone there must be at least two schools—one, State educational, the other, State religious educational. This ensures that the parent registering chooses according to his ideology, and is not forced to take into consideration extraneous matters, such as distance from the home.

2. Registration is carried out on the school premises, and not as hitherto in the registration office of the local education authority. This ensures the freedom of the registering parent from pressure of the employees of the authority, who may be involved in the political issue of whether or not religious or lay education should be supported or obstructed.

3. The registering principal has to give the parent a *signed* copy of the registraform which the parent has also to sign. This insures both parties against claims that the desires of the parents were not carried out.

4. It is specifically provided that the Registrar may not offer the registering parent any advice on the choice between State education and State religious education.

5. No propaganda for or against either catagory may be carried on within the boundaries of the local education authority on registration days. The term "propaganda" is defined to include the following:

- a. The organized bringing of parents to the desired school for the purpose of registration.
- b. Persuasion at meetings
- c. Persuasion by public notices
- d. Persuasion supported by defamation
- e. Persuasion supported by bribery

6. If there exists in a small precinct only one school, then the parent who desires a different category may state his wish upon the registering of the child. It is further stated that the Minister may, if he sees fit, order the authority to send a representative to watch the process of registration. He may also order that such representative be of the opposite category to that of the school in question. Thus, if the school in question is a State educational institution, and the registering parents wish to register their children in a *religious* State educational institution, they will not be dependent upon the good will of the principal of that school (who by the nature of things may not necessarily be himself religious) but have a witness who is primarily interested that those parents who wish otherwise may make their choice with impunity.

7. In all places where there is either no school at all or only one school of one of the two categories as mentioned, or where the registration is for kindergartens, the registrar is obliged by law to ask each registering parent the following question, worded exactly as stated hereunder, to wit:

"According to the law you are entitled to register the child (or the pupil) for a State educational institution or for a State religious educational institution. Do you register the child/the pupil for a State educational institution (school/kindergarten) or for a State religious educational institution?"
and the law adds specifically that the principal/registrar shall make no further remark of any nature regarding the questions asked of the parent.

The reason for this provision is to ensure that the free choice of the parent will not be hampered by ignorance of the law. Moreover, the representative of the Minister or of the local education authority may be present to see for himself that the strict provisions of the law are duly carried out.

Both the law as well as the rules provide that while the local education authority may transfer pupils from one institution to another because of budgetary considerations, this may never be done if it involves the transfer of a pupil from one category of school to that of another (unless parental authority had first been obtained).

The State Education (Transfer) Rules of 1959 provide one more item of interest along the lines of securing "freedom of conscience" regarding the category of education to be given to the child. They provide that once a year, during the period of transfer, the parent may transfer his child from one official school to another (this, it may be noted, includes the transfer at the will of the *parent*—not the will of others—from State education school to State religious education and vice versa). However, the parent may request the transfer of his child at all times on educational grounds. The question is—what are educational grounds? Can a parent say that due to a change of outlook on life he has suddenly become religious and, therefore, if the child continues his schooling in a State educational institution there will be a contradiction between the atmosphere at home and that of the school, which amounts to a distinct "educational" cause for the transfer? It will actually depend on the circumstances of each case. If the case is genuine, then the request may possibly be granted. If, on the other hand, for example, such requests reach the local education authority in large numbers within a short period, or are all written in one handwriting, bad faith will be suspected, the "educational ground" discarded and the request refused.

The remaining provisions of these two sets of rules deal with technical aspects of registration and transfer and, since they are not peculiar to the State of Israel, they will not be examined in detail in this paper. The interested reader will find them in the Annexure.

MINORITIES

The State Education Law is the first, since the mandatory Education Ordinance of 1933, that takes cognizance of the fact that about 10% of the population are non-Jews. The 1953 law sets out, in section 2, the object of State education. It provides as follows:

"The object of State education is to base elementary education in the State on the values of Jewish culture and the achievements of science, on the love of the homeland and loyalty to the State and the Jewish people, on practice in agricultural work and handicraft, on chalutzic (pioneer) training, and on striving for a society built on freedom, equality, tolerance, mutual assistance and love of mankind.”

The Jewish character of the education is definitely stressed. Moreover, its aim is not only loyalty to the State, but also to the Jewish people. Are all these things to be demanded from education given to non-Jews? Section 4 of the 1953 law provides: “. . . . . in non-Jewish educational institutions, the curriculum shall be adapted to the special conditions thereof”.

Again, by section 34 (4) of the 1953 law, the Minister is charged with the making of regulations as to any matter relating to the implementation of the law and including “the adaptation of all or any of the provisions of this Law to the requirements of the elementary education of non-Jewish pupils and the establishment of councils for such education.”

As a result, Arabic and not Hebrew is the language of instruction for all schools in an Arab-populated area (such as Nazareth). In mixed towns, such as Haifa, there is a school where Arabic is the main language, in order to give the small Arab minority living in that town the chance, *if they so wish* (there is neither compulsion nor pressure), to register their children in such a school. Similarly, more stress is placed on Arabic literature and history, and religion is taught to Moslem and Christian children, each child according to his own beliefs.

THE BANNING OF POLITICAL PROPAGANDA

Another specific feature of the 1953 law is section 19, which provides:

“A teacher, or any other employee at an educational institution, shall not conduct propaganda for a party or other political organization among the pupils of an educational institution.”

In addition section 34 (8) of the 1953 law charges the Minister with the making of regulations for “the prevention of any party or political propaganda, in any form whatsoever, in an educational institution whether by the teachers and employees of the institution or by outsiders.”

Both sections 19 and 34(8) are an attempt to eradicate political and party propaganda which was part and parcel of the Trend system.

No regulations of this nature have been published to date because of the difficulty in coming to an agreement as to what “propaganda” is, especially in contradistinction to “explanation” or “clarification” of a point or subject. On the other hand, the leading case on the subject came before the High Court of Justice in H. C. 76/55 Shoshana Katz-Shemueli v. The Minister of Education and Culture, which was published in Piskei-Din vol. IX, page 1839. The facts of the case were as follows:

In a certain elementary school complaints were heard from parents and from the principal that one of the teachers, Shoshana Katz-Shemueli, who was a member of the Israeli Communist Party, had disseminated political propaganda among the pupils of that school and of other schools. The Minister of Education and Culture appointed a committee of inquiry which advised him that in its opinion this teacher had disseminated such propaganda, and that the complaints of the parents were well-founded. Thereupon, the Minister dismissed the teacher. She appealed to the Minister, denying the charge. The Minister ruled that she must put her objections to the dismissal in writing and that he would then be prepared to reconsider the position. Instead of acting on the lines prescribed by the Minister, the teacher did two things. First she petitioned the Supreme Court, sitting as a High Court of Justice, for an order nisi against the Minister for wrongful dismissal. It is true that Articles 14 and 15 of the Palestine Order in Council, 1922—mentioned above—give the Minister concerned the right to appoint and dismiss officers at will. Article 15 provides:

“The High Commissioner may, subject to such instructions as may from time to time be given to him, *upon sufficient cause to him appearing*, dismiss or suspend from the exercise of his office any person holding any public office within Palestine, or, subject as aforesaid, may take such other disciplinary action as may seem to him desirable.”

Nevertheless, the courts had long held that the civil servant’s security of tenure was to be upheld, and that arbitrary dismissals were to be set aside. In the above case, the Minister’s defense, as respondent, was that the teacher was guilty of a breach of section 19 of the 1953 law. Proof was brought that the teacher had met former pupils of her own and other schools in Communist youth centres. In addition a letter of the teacher to one of her former pupils, who had been sent away to study in another place in order to escape the influence of the petitioner (the teacher), was produced, in which, among other things, the following paragraphs appeared:

"I have written to you already, that I think you were right to decide to remain (in the new school) until the end of the school year, but *I have less confidence in the promises of your father*. In my opinion, they are not to be depended upon and if you decide to return, and I hope you do so decide, *it is sure that you will have to continue the struggle at home*. Do not indulge in the hope that they (i.e. the parents) will resign themselves to your being a member of the Communist youth, but this should not deter you. This period will bring you maturity and will give you the spiritual strength to stand up to them . . . ."

Again, referring to other parties (left socialists, but not Communists), the teacher writes to her pupil:

"They (the non-Communist parties) openly incite to belligerent reactions against the Arab states, and hide the central fact which is responsible for all the conflict: Imperialism. In their eyes, the enemy is the Arab states and the Government of Israel is a peaceful state. (i.e. the teacher holds such views to be erroneous)."

And again:

"You write that the political explanation given to you is right, "almost" similar to what we (the Communists) give and this is a grave mistake, the origin of which is in the lack of discrimination . . . when you were in town it was easy for you to unveil the lie . . . now, where you find yourself (i.e. in a leftist collective settlement) the treason appears in a different form, more camouflaged and therefore more dangerous and more misleading."

In addition to going to court, the petitioner chose to stage sitting-in strikes within the premises of the school and rallied the pupils to her defense, thus interfering with the normal life of the school. Having regard to all these facts, the Court, in discharging the order nisi, said, inter alia:

"Instead of cooperating with the parents of a pupil, a girl aged 15–16, who encountered difficulties with her father, the petitioner incites her in the said letter, against the father and guides her towards a lack of confidence in her father. She poisons the soul of the pupil. She does not preach to love of the homeland, loyalty to the State and the Jewish people, as required by section 2 of the State Education Law, but the struggle for the existence of the State is, in her eyes, imperialism. The Arab states are peace-loving whilst authority in Israel is the enemy. Not for a society built on tolerance and the love of mankind does she educate her pupil, as required by section 2 of the above law, but anybody who has a different outlook to her own, is a liar and a traitor."

The above then, was considered clear evidence of the contravention, not only of section 2 of the 1953 law but also of section 19 of that law. While dealing with the two sections referred to, it is interesting to note the minority judgment in this case. Justice Silberg, while also holding with the majority that the order nisi should be discharged, thought that the question was not so much whether or not the petitioner was discovered disseminating political propaganda in contravention of section 19, but whether she was capable of teaching in accordance with the provision of section 2. These were his words:

"In short, the dismissal of the petition is justified, not because of the petitioner's own theories, but because she is unable to disseminate among the pupils those *other* theories i.e. those specified in section 2 of the 1953 law, which the Knesset (Parliament) legislated were to be the basis of state education."

The other aspect of the dismissal, i.e. the taking of the law into one's own hands whilst petitioning at the same time for the intervention of the court, was also a point in favor of the discharge of the order nisi, in accordance with the judgment of the majority of the court.

PRIVATE SCHOOLS

Further provisions of the 1953 law that are of special interest are those dealing with private schools. A private school is any school which is not an official school within the meaning of the 1949 law, i.e. supported exclusively by the state and/or by the local education authority. Both the 1949 law and the 1953 law consider a recognized unofficial school. Its name has to be published in Reshumot, and it is within the discretion of the Minister to grant or to withhold recognition. However, section 11 of the 1953 law further provides that—

"The Minister may, by regulations, prescribe a procedure and conditions for the declaration of non-official institutions as recognized educational institutions, the introduction therein of the basic program, the management and supervision thereof and the assistance of the State towards their budgets, if and to the extent that the Minister decides on such assistance."

Section 34(3) of the 1953 law empowers the Minister to make regulations regarding: "the introduction of the basic program in recognized educational institutions, not being official educational institutions, and the supervision of the implementation thereof."

Accordingly, 1953 saw the publication of the State Education (Recognized Institutions) Rules. The most important provision is rule 3 which states—

(a) An educational institution shall not be declared a recognized institution unless the following conditions be fulfilled:

(1) The institution maintains the basic program in accordance with the provisions of this rule.

(2) The additional subjects to that of the basic program have been approved by the Minister.

(3) The teaching days are not more than 260 and not less than 180 per year, except that in institutions for working youth, in institutions for problematic or crippled children and in institutions wherein the pupils receive board and lodging in addition to elementary education, the teaching days will be as approved by the Minister.

(4) The Institution observes religious holidays as approved by the Minister.

(5) The qualifications of the principal and teaching staff in the institution are no less than those approved by the Minister for recognized institutions.

(6) The salaries of the teachers and the workers of the institution are in accordance with the rates and regulations customary in official educational institutions.

(7) The premises, equipment and sanitary conditions in the institution are, in the Minister's opinion, satisfactory.

(b) A recognized institution wherein it is proposed to maintain a program for experimentation, may be exempted by the Minister from the above conditions, in whole or in part.

(c) The basic program in a recognized institution will form 75% of the total teaching hours of an official educational institution, but the Minister may approve a different percentage, provided the pupils of the Institution will reach the level of attainment customary in an official educational institution, in accordance with examinations and tests.

In other words, private schools have to follow closely in the steps of the official schools, unless the parents of their pupils are prepared to be regarded as contravening the provisions of the 1949 law, and so liable to prosecution for non-attendance.

GOVERNMENTAL INSPECTION IN PRIVATE SCHOOLS

Not only have private schools to follow official schools closely, but they are subject to a certain amount of inspection. Thus, rule 5 provides that the principal of a recognized institution shall give the inspector all information; that he shall cooperate with the inspector, consider his advice and obey his instructions; that he shall give an annual budgetary report to the district inspector and inform him of all changes in the curriculum. In addition no person disqualified by the Minister on educational grounds may be appointed either as a principal or as a teacher in a recognized institution. Should disqualification occur after the appointment, then, if the disqualification occurs on educational grounds, the owners of the school have to dismiss such person at once. If, on the other hand, the disqualification is on the grounds that the teacher or the principal has behaved in such a way as to be incompatible with morals of accepted behavior with reference to his duties, then the opportunity must be afforded him of defending himself and if, thereafter, the Minister is still convinced that the complaints were justified, he shall cause the offender to be dismissed within 30 days or within such other period as the Minister shall prescribe. Such dismissed persons may not hold office in ay recognized institution.[6] These provisions are cited in detail in order to show the strict control now exercised by the Minister over all elementary schools in the country.

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[6] Note the similarity between this provision and that contained in Rule 9 of the Education Rules 1933 in which it was stated that "no person shall be appointed as a teacher who is unacceptable to the Director . . . ," the difference being that the Minister and not the Director-General exercises these powers.

FOREIGN SCHOOLS

A special case which has not yet found its solution is the problem of foreign schools, especially those belonging to ecclesiastical organizations and missionary societies. If one remembers that the purpose of State education is specified in section 2 of the 1953 law, and that the rules, above-mentioned, provide that 75% of the basic program shall be included in the curriculum of a private school, then it is to be wondered how these two aspects of educational thought can be harmonized. While the 1953 law makes special provision for the non-Jewish population, it does not cover private schools where non-Jews study, and certainly not private schools which Jewish pupils attend, such as missionary schools. The temporary solution has so far been to refrain from prosecuting parents whose children attend such schools, although such schools have not been granted recognition. There is no doubt that, from the legal point of view, the situation is unsatisfactory and a permanent solution will have to be found.

The remaining provisions of the 1949 law and of the 1953 law have not been enlarged upon, since there is nothing specifically Israeli about them, and parallel provisions may be found in other laws, such as the English Education Act 1944. The full text may be seen in the Annexure.

POST-ELEMENTARY EDUCATION: COUNCIL FOR HIGHER EDUCATION LAW

Legislation in educational matters has not followed a regular pattern. It was natural to suppose that after the two laws of 1949 and of 1953 dealing with elementary education, the Knesset would enact a law referring to secondary education. Instead, the Knesset proceeded to deal with higher education, and the next law which was passed is the Council for Higher Education Law, 1958. This law provides the method of constituting the Council and specifies that the Minister of Education and Culture be the chairman ex officio. The Council is appointed directly by the President of the State. It is appointed for a period of five years, with provision for the rotation of its members. The role of the Council is to grant recognition to institutions of higher education. Section 9 of the law provides:

"The council may recognize a particular institution as an institution of higher education on the basis of rules prescribed by it, for the recognition of institutions of higher education, in addition to the requirement of an appropriate scientific standard . . . but those rules shall not limit the freedom of opinion and conscience."

Again, section 15 makes further provision along the lines set out in the preceding section, namely:

"A recognized institution (i.e. for higher education) shall be at liberty to conduct its academic and administrative affairs within the framework of its budget, as it may think fit. In this section "academic and administrative affairs" includes the determination of a program of research and teaching, the appointment of the authorities of the institution, the appointment and promotion of teachers, the determination of a method of teaching and study, and any other scientific, pedagogic or economic activity."

The Council is further entitled to suggest methods for the consolidation of institutions, their enlargement and their improvement as well as the cooperation between them. The Council may also make suggestions regarding the enhancement of scientific research as well as the establishment of further institutions for higher education. Decisions of the Council are subject to approval by the government—both as to recognition and its withdrawal.

Perhaps the most significant provisions of the law, which give the raison d'etre for passing it through the legislative machinery, are sections 22, 23, 24, and 25. The gist of these sections is that the Council may recognize not only institutions, but also academic degrees. The Council may permit an institution for higher education to grant degrees, in accordance with rules approved by the Council. The law provides a sentence of one year's imprisonment for any one of the following three offenses:

(a) Giving the Council false information regarding matters within its competence, knowing such information to be false;
(b) Granting a recognized degree without authority;
(c) Purporting to have a recognized degree, without authority.

Section 28 of the 1958 law provides that the education ordinance shall not apply to recognized institutions for higher education.

Appendix 8

United Israel Appeal, Inc., 1968-69 Budget Allocations

FOR ACTIVITIES IN ISRAEL

Immigration and absorption	$10,554,350
Other social welfare services	15, 848, 000
Health services	18, 700, 000
Education	20, 346, 200
Institutions of higher learning	27, 617, 820
Youth care and training	1, 556, 400
Absorption in agricultural settlements	18, 457, 230
Immigrant housing	24, 470, 000
Administration and special projects	1, 850, 000
Total	139, 400, 000

UNITED ISRAEL APPEAL, INC. DISBURSEMENTS

Dept service and amortization of American insurance companies $50,000,000 loan	4, 938, 000
Administrative budget	300, 000
Grant total	144, 638, 000

United Israel Appeal, Inc., 1968–69 budget allocations

EDUCATION

Ulpanim	
Town Ulpanim	$120, 000
Ulpan Meir-Beer Sheva.	
Ulpan Borochov-Givatayim.	
Ulpan Etzion-Jerusalem.	
Ulpan Tabor-Nazareth.	
Work Ulpanim:	
Ulpanim in kibbutzim	90, 000
Care of children	4, 000
Equipment for family Ulpanim	6, 000
Evening Ulpanim	2, 000
Teaching aids	7, 000
Assistance to Ulpan pupils	22, 000
Loans to students	------
Administration and organization staff	7, 000
Administration expenses	4, 000
Total	262, 000
Vocational training for young immigrants	14, 200
Aid and subsidies to immigrant students for higher education	450, 000
Provides scholarships, lodging, and living expenses for approximately 400 students at $1,090 per student, per academic year.	
Prekindergartens	1, 350, 000

Provides for 14,000 children in kindergartens sponsored by the following women's organizations:

Working Mothers Organization.
National Religious Women's Movement.
WIZO.
Kindergarten centers of the Agudat Israel and Poalei Agudat Israel.
Chabad Women's Organization.
The Agricultural Center.
Hapoel Hamizrachi Moshavim Association.
The Agricultural Association.

United Israel Appeal, Inc., 1968–69 budget allocations—Continued

EDUCATION—continued

Child day care centers	50, 000
Total	1, 400, 000
Post elementary school scholarships Provides scholarships for approximately 130,000 pupils in secondary, vocational, and agricultural schools. Scholarships range from 20 percent to 100 percent of tuition fee, depending on the economic income of the parents.	16, 390, 000
Grants to non-Governmental vocational and agricultural schools (List of schools assisted is available at office of United Israel Appeal, Inc.)	1, 830, 000
Grand total	20, 346, 200

United Israel Appeal, Inc., 1968–69 budget allocations

INSTITUTIONS OF HIGHER LEARNING

Hebrew University	$11, 300, 000
Technion	7, 000, 000
Weizmann Institute	3, 338, 571
Tel Aviv University	3, 500, 000
Bar Ilan University	1, 500, 000
Haifa University	561, 429
Institute for Higher Education, Beersheba	417, 820
Grand total	27, 617, 820

United Israel Appeal, Inc., 1968–69 Budget Allocations

YOUTH CARE AND TRAINING

Youth centers Afula. Kiryat Shmona. Beer Sheva. Kfar Yerucham. Kiryat Gat. Ofakim. Beth Shemesh. Kiryat Nazareth. Dimona. Kiryat Malachi. Asdod. Ashkelon. Tiberias. Acre.	$540, 000
Youth clubs in immigrant towns Subsidies to 84 youth clubs servicing 12,000 children.	133, 000
Stipends for busing needy students to school Provides bus transportation to school for 4,600 students.	190, 000
Supervisors and guidance	350, 000
Administration and organization	100, 000
Total	1, 313, 000
Training and other activities among youth in Israel	243, 400
Grand total	1, 556, 400

Appendix 9—Higher Education in Israel

Prepared by the Institute of International Education

As in all rapidly developing new nations, the evolution of higher education in Israel reflects a constantly growing and changing cultural pattern. Institutions of higher education in Israel were originally patterned after European institutions, particularly those of Germany and England, but have in more recent years adopted certain educational concepts and practices from the United States. As in Europe, an academic tradition exists which emphasizes independent study and reading and seminars. Attendance at classes is generally more mandatory than in Europe, but less so than in the United States. The credit-hour system familiar to American students is used only at Bar Ilan University. It is generally considered that the level of Israeli students beginning studies at institutions of higher education corresponds to that of American students who have completed one year of college.

The six major institutions of higher education in Israel differ quite considerably from each other. The Hebrew University of Jerusalem is the largest Israeli university, with the most highly developed facilities. Tel Aviv University is a new municipal institution, still partially in the building stage, with as yet only a few foreign students. Bar Ilan University is a smaller institution with a religious orientation, in many ways influenced by the American liberal arts college concept. The Technion and the Weizmann Institute's Feinberg Graduate School in the Natural Sciences are more specialized institutions, as indicated below. The University of Haifa was set up five years ago by the municipality and is under the academic supervision of the Hebrew University of Jerusalem; it will probably eventually develop into a full and independent university. A similar university opened in Beersheba for the academic year 1968–69.

MAJOR INSTITUTIONS OF HIGHER EDUCATION AND THEIR FACULTIES

Bar Ilan University, Ramat Gan (near Tel Aviv):

American office: American Committee for Bar Ilan University, 641 Lexington Avenue, New York, N.Y. 10022.
- Humanities and Social Science, Jewish Studies, Languages and Literature, Science and Mathematics (including Institute for Criminology).
- School of Social Work (undergraduate level).

Hebrew University of Jerusalem, Jerusalem:

American office: American Friends of the Hebrew University, 11 East 69th Street, New York, N.Y. 10021.
- Agriculture, Dental Medicine, Humanities, Law, Medicine, Science, Social Sciences.
- Ben-zvi Institute for Research on the Jewish Communities of the Middle East.
- Centre for Research in Hill Farming.
- School of Education.
- Graduate Library School.
- Jewish Musical Research Center.
- School of Pharmacy.
- Paul Baerwald School of Social Work.

Technion, Haifa (Israel Institute of Technology):

American office: American Technion Society, 1000 Fifth Avenue, New York, N.Y. 10028.
- Architecture and Town Planning.
- Chemical Engineering.
- Civil Engineering.
- Electrical Engineering.
- Mechanical Engineering.
- Departments of:
- Aeronautical Engineering.
- Agricultural Engineering.
- Chemistry.
- Food Technology and Biotechnology.
- General Studies.
- Industrial and Management Engineering.

- Mathematics.
- Mechanics.
- Nuclear Science.
- Physics.

Tel Aviv University, Tel Aviv:

American office: American Friends of the Tel Aviv University, 41 East 42nd Street, New York, N.Y. 10017.

- Continuing Medical Education
- Humanities
- Laws
- Sciences
- Social Sciences
- Department of Education
- Medical School
- Donolo Institute of Physiological Hygiene
- Institute of Human Genetics
- Institute for Zionist Research
- Israel Academy of Music

University of Haifa, Haifa (under the academic supervision of the Hebrew University of Jerusalem):

- Humanities and Social Sciences (including School of Social Work)

Weizmann Institute of Science, Rehovoth (Fienberg Graduate School in the Natural Sciences): American office: American Committee for the Weizmann Institute, 515 Park Avenue, New York, N.Y. 10022.

- Departments of:
  - Applied Mathematics
  - Biochemistry
  - Biodynamics
  - Biological Ultrastructure
  - Biophysics
  - Cell Biology
  - Chemical Immunology
  - Chemical Physics
  - Chemistry (including organic chemistry, photochemistry and x-ray crystallography)
  - Electronics
  - Experimental Biology
  - Genetics
  - Isotope Research
  - Nuclear Physics
  - Plant Genetics
  - Polymer Research

SOME SPECIALIZED INSTITUTIONS OF HIGHER EDUCATION

Arts and crafts

Bezalel School of Arts and Crafts, Shumel Hanagid Street, Jerusalem: Four year diploma course.

Institute of Painting and Sculpture, 4 Eilat Street, Tel Aviv: Four year diploma course.

Music, Dance and Drama

Academy of Dramatic Art, Beit Zvi, Ramat Gan: Three-year professional certificate course.

Batsheva Studios of Dance, 9 Sderot Hahaskala, Tel Aviv: Classical ballet, Modern dance (Martha Graham method).

Hebrew Conservatoire, 22 Dizengoff Street, Tel Aviv: Theoretical studies only.

Inbal Dance School, 23 Arlosoroff Street, Tel Aviv: Folkloric dance—eastern Mediterranean tradition. Includes training in music, singing and drama as appropriate for performance of folkloric dance. Three-year course which may lead to participation in the Inbal Dance Company.

Rubin Academy of Music, 7 Peretz Smolenskin Road. Jerusalem:

- Four-year course leading to Teacher's Diploma. Six-year course leading to Artist's Diploma Four or five years of study in both academic and music curricula leading to Bachelor of Music degree.

Samuel Rubin Israel Academy of Music, Tel Aviv University, Tel Aviv: Four-year course leading to Artist's Diploma. If taken simultaneously with University courses, leading to Bachelor's degree.
Seminar Sela for Cantors 122 Rothschield Boulevard, Tel Aviv: Three-year course.
Studio Nissan Nativ 26 DeHaas Street, Tel Aviv: Three-year certificate course in dramatic art.

(Further information on schools in the arts, particularly the performing arts, can be obtained from the America-Israel Cultural Foundation, 4 East 54th Street, New York, N.Y. 10022.)

Teacher Training

Teacher training colleges exist in Tel Aviv, Jerusalem, Haifa, and various smaller settlements for the training of kindergarten and primary school teachers. Secondary teachers are trained by the schools of education of the universities

SPECIAL OPPORTUNITIES FOR AMERICAN STUDENTS

The one-year study program at the Hebrew University of Jerusalem

This program is especially designed for American students who wish to spend one year in Israel studying the Hebrew language, Judaica, and subjects relating to modern Israel in its Middle Eastern setting, as well as the usual academic subjects. It is open to academically qualified students who have completed at least two years of college prior to departure and to recent college graduates. Applicants must show evidence of current study of the Hebrew language. The program extends for 12 months beginning in July: the first three and a half month period is devoted to an intensive training course in Hebrew, known as the *Ulpan* Period, while the remaining eight and one half months, the *University* Period, is spent in academic work at the Hebrew University. Students live in university dormitories with Israeli students. Students should consult their academic advisers at their home universities or colleges before departure with regard to receiving credit for participation in the program. Detailed information: One-Year Study Program Committee, American Friends of the Hebrew University, 11 East 69th Street, New York, N.Y. 10021.

The Jacob Hiatt Institute in Israel

This Institute is a half-year study program (July to December or February to June) sponsored by Brandeis University, which grants 16 credits to participants. It is devoted to the study of history, language, and political and social institutions of contemporary Israel, with an emphasis on first-hand investigation involving seminars with authorities in Israel's political and economic life. The program is open to academically qualified college juniors and selected seniors who have completed appropriate introductory courses in the social sciences Students may elect to do independent study during the second semester. Students live with families. Approval of the student's home college or university is required for participation and course credit. Detailed information: The Hiatt Institute, Brandeis University, Waltham, Massachusetts 02154.

The Hebrew Union College Biblical and Archaeological School

Located in Jerusalem, this institution is an American center for post-graduate Biblical studies and for archaeological and topographical field work related to the history of the Holy Land. It is supported by a consortium of American institutions of higher education and is open to scholars of all faiths. The small graduate student body is composed partly of Rabbinical students and partly of other students with adequate training in appropriate fields of study. There is no fixed program of courses, although seminars, lectures and field trips are offered each year, and students may participate in excavations conducted by the School. No academic credits or degrees are formally given; however, certificates attesting to participation and performance are available for presentation to the students' home institutions. The matter of academic credit should be discussed with the home institution before departure. Detailed information: Executive Dean, Hebrew Union College, 40 West 68th Street, New York, N.Y. 10023.

The American Institute of Holy Land Studies

This nondenominational Christian institution, located in Jerusalem and chartered in the State of Minnesota, offers either for a year or for one semester a specialized program of courses in the archaeology, history and geography of the area, its language and literature both ancient and modern, and its cultures and peoples in both ancient and modern times. Up to this time the program has been open only to those with a Bachelor's degree, but it is planned in 1968 to provide an Undergraduate Division of Studies which will admit students at the junior year level and will use English and French as the languages of instruction. Both a Master of Arts Program and a Non-Degree Program are offered to graduate students. A number of American institutions of higher education, principally Protestant seminaries and church-related colleges, have agreed to accept credit for participation in the program where such credit is applicable to their own requirements. However, each student should make his own arrangements in the matter of transfer credits with the U.S. institution of his interest. Detailed information: American Institute of Holy Land Studies, 460 Central Avenue, Highland Park, Illinois 60035.

The Hayim Greenberg Institute

This Institute in Jerusalem, which has the status of a teacher training institute in the Israeli educational system, offers a curriculum including classical Judaic studies, political, social and cultural aspects of modern Israel, education, and arts as related to the teaching process. The program is intended for those between 18 and 25 years of age who have had experience in Jewish educational work, communal endeavor, or youth activities, or who are interested in entering these fields. Detailed information: Department of Education and Culture, Jewish Agency, 515 Park Avenue, New York, N.Y. 10022.

Language of instruction

Hebrew is the language of instruction at all institutions of higher education in Israel. However, a knowledge of Hebrew is not necessary for research at the Weizmann Institute. It should also be noted that the programs listed under *Special Opportunities for American Students* have various arrangements for accommodating those not yet proficient in Hebrew, and usually include or recommend participation in an *ulpan*, or intensive training course in Hebrew.

Academic year

The academic year generally runs from October or November to July. Programs listed under *Special Opportunities for American Students* have their own individual schedules, as indicated above.

Degree system

The Hebrew University of Jerusalem and the Technion grant a Bachelor's degree, a Master's degree, and a doctorate. The Bachelor's degree requires at least three years (four at the Technion), the Master's degree, one or two additional years, and the doctorate at least two, and usually more, years of study beyond the Master's degree. Tel Aviv University now grants Bachelors' degrees and is gradually initiating graduate instruction towards Masters' degrees; it will eventually be full university offering doctorates as well. The University of Haifa at present grants only the Bachelor's degree. The Weizmann Institute's Feinberg Graduate School offers regular courses leading to a Master's degree in science in two years, or a doctoral degree (Ph.D.) in three years, in any of the fields taught there, as well as facilities for post-doctoral research.

A medical degree requires six years of study and a year of internship, and the degree of engineer requires a year of professional experience and completion of a project after receipt of the Bachelor's degree.

Bar Ilan University offers a Bachelor's degree after four years of study, and a Master's degree after additional study, similar to the degrees granted in the United States. A doctoral degree is offered in Jewish Studies.

Admission

Due to the difference in educational systems, American high school graduates are generally not ready to enter an Israeli university. Bar Ilan University and some (probably eventually all) faculties at Tel Aviv University require that an American student complete a year of college work in the United States after high school graduation before being admitted. The Hebrew University of Jerusalem will admit Americans after high school graduation, but they must devote the first year to preliminary studies at the Hebrew University, extending the usual three year Bachelor's degree course to four years. The Technion does not encourage Americans to apply at the undergraduate level because of limited facilities, and requires that graduate applicants have a strong background in physics, mathematics and chemistry. The Weizmann Institute is a graduate institution which requires the Bachelor's degree for admission.

Tuition and living costs

Tuition and fees vary from institution to institution. Such charges for foreign students at the Hebrew University of Jerusalem amount to about $600 per academic year, while at Bar Ilan University, Tel Aviv University, and the Technion they average about $200 to $250 per academic year. Costs and fees also depend upon the type of course undertaken; interested students should obtain more specific information from the institution concerned. There are no fees at the Weizmann Institute's Graduate School, but students meeting the high admission standards are eligible for scholarship grants from the school covering tuition and living expenses. Basic living costs at a modest student level are estimated at $75 per month.

Living Accommodations

Foreign students, including Americans, can usually be accommodated in student dormitories or residences at the Hebrew University of Jerusalem, Bar Ilan University, the Technion, and the Weizmann Institute, or they may live in rented rooms or shared appartments.

Scholarships

The Government of Israel offers one or more awards yearly for U.S. citizens wishing to pursue graduate study or research in Israel, and U.S. Government Travel-Only Grants provided under the Fulbright-Hays Act have been allocated to supplement them. In addition, the Weizmann Institute's Feinberg Graduate School offers grants to Americans holding the M.Sc. degree or its equivalent who wish to obtain a Ph.D. at the Institute, which may also be supplemented by the Fulbright Travel-Only Grants. Applications are available from May through October one year prior to the time the award becomes effective. Further information may be obtained from the Counseling Division of the Institute of International Education, or in the case of persons enrolled in U.S. institutions of higher education, from the campus Fulbright Program Adviser.

Some partial scholarships are available to qualified students in need of financial assistance who wish to participate in the One-Year Study Program at the Hebrew University of Jerusalem. Application should be made to the American Friends of the Hebrew University (see address above).

A further source of scholarship information is the UNESCO publication, *Study Abroad*, a comprehensive listing of exchange fellowships and grants offered throughout the world. (This handbook can be found in most university and reference libraries, and can be purchased from the UNESCO Publications Center, 317 East 34th Street, New York, N.Y. for $4.00.)

BAR-ILAN UNIVERSITY

Bar-Ilan University, now celebrating its fifteenth anniversary, is Israel's only American-chartered university. Situated in Ramat Gan, Israel's fourth largest city, bordering on Tel Aviv, the Bar-Ilan campus comprises twenty-one modern buildings set in gardens. The university offers 1,362 different courses, including 210 in Jewish Studies. Languages taught include English, French, German, Russian, Latin and Greek. Other subjects include the social and natural sciences and criminology.

The campus, established on the site of a neglected orchard which had been a battlefield during the War or Independence, acts as a bridge between Israel and the Diaspora; 400 of its 4,500 student body are from abroad. Its academic staff, which numbers 650, includes a large number from the U.S.

Construction work now in progress on the campus includes a new wing in the psychology building, a special laboratory for the psychophysiology of animals, a new restaurant, and the Canada Science Building. Finishing touches are now being added to the School of Education and two students' hostels. Slated to open shortly is the building which will house Bar-Ilan's giant computer, the IBM 360/50, to reflect the most recent developments in cybernetics. Bar-Ilan will teach computer operations, and students in the course will not only learn techniques but will, under expert direction, assist in the actual programming of data for Israeli commercial and industrial enterprises.

Bar-Ilan also has a summer program directed towards overseas students, both for those who wish to earn additional credits during the summer, which are recognized by their own universities in the fall, and those who intend to stay on in Israel for further study and eventual settlement. There is a range of credited courses in English, philosophy, economics, sociology, Bible, Talmud, Israel history, general philosophy, and psychology. There is also a special Ulpan wherein students can also learn Hebrew.

Ulpan students begin their courses in psychology, for example, in English—with texts and lectures in that language. Gradually, the course will shift to Hebrew, with simplified texts and lectures geared to the level at which novices in the language find themselves.

Bar-Ilan has developed a complex of graduate studies in most of its departments—where qualified students can obtain advanced degrees in Arts and Master of Science, and the university has also gained the right to grant doctorates in Hebrew literature, world literature, Talmud, Jewish history, general philosophy and Jewish philosophy, English, and chemistry.

A student exchange program with the U.S. has been developed, involving hundreds of students.

HOLON TECHNICAL COLLEGE

Israel's second technical institute opened on November 2, 1969, with 120 students. The institute gives courses in electrical engineering, mechanical engineering and industrial engineering.

Holon's Mayor Pinhas Ellon, who has been the driving force for the establishment of a technical institute in the central section of the country announced that the course of study conforms to the requirements of the Committee for Higher Education. The main emphasis at the new institute will be on applied sciences and each student will spend time doing specialist work in an industrial plant before receiving his diploma.

The teaching staff of the Holon college is comprised of scientists from various research institutions, such as the Nahal Sorek Center for Nuclear Research, and top industrial engineers. The students were selected from nearly 500 applicants all of whom took entrance examinations in mathematics and physics.

Until a campus is constructed, the college will occupy a building at Rehov Golomb, which has been fitted with laboratory equipment, a library and cafeteria.

Appendix 10—TEACHING AND STUDYING AT AN ISRAELI UNIVERSITY

By Shlomo (Rick) Malt

[Reprinted from *ALIYAH NEWS AND VIEWS*]

"It's not right," complained the student. "What you are doing just isn't right."

"What's wrong?" I asked.

"You interrupt me. You don't give me a chance to finish what I am saying!"

I thought a moment. "O.K., you're right," I replied, trying to squeeze three words edgewise into his protestations, with little success. He finally tired, I expressed agreement, and we reached an understanding. Later, I thought about the incident, chuckled a bit, and began to draw some comparisons between teaching Israeli and American students.

The Israeli student whose words I tended to clip participated in a Hebrew section of a course (Introduction to Economics) which I teach as well to American students, in English. The contrasts between the two are sharp and often funny.

The Israeli students are brash, aggressive, questioning. The best of them consider it an affront to be interrupted by the lecturer, even when the line they are taking is wrong. (The protesting student was right to complain. Sometimes, more can be learned from wrong answers than from right ones. Henceforth, I let him spill his mind.)

Because of compulsory military service, the Israeli students have the advantage of being two to three years older, on average, than the Americans. This is of huge benefit to a university student, even though, of course, we would prefer our 18-year-olds to sit in classrooms rather than in bunkers. The Israeli enters his studies more mature, more used to responsibility, with a clearer picture of his interests and abilities. Playwright Paddy Chayefsky once wrote that no-one under age 35 should be permitted to enter university. Like most hyperboles, his contains a kernel of truth.

However, military service also causes difficulties of "status." More than once, a lecturer or professor is inferior in rank to some of his students, under whom he may serve while in reserves. The wonderful justice of the situation entertains students immensely.

The American students are orderly and polite. Doggedly, they continued to call me "Dr. Malt," not only in the classroom but on social occasions and even on a rugged trip through Sinai, during which we rubbed elbows for a week on a bouncy Eged bus. I finally abandoned my hypothesis that they would tire of this, and asked them to call me "Shlomo." For next year's group of American students, I will have them drop the "Dr." from the outset.

With the Americans, my arithmetic mistakes on the blackboard—all too numerous—go uncorrected. In one class, I recall their prolonged quizzical looks caused by a computation error I had made . . . one hour before! The Israelis leap on arithmetical slips with glee, and in the Hebrew section, I admit to making errors intentionally from time to time, just to break the tension of a complex lesson. Apparently, the American students begin with the assumption that the lecturer is right, and that their brains are too foggy to grasp exactly what he is doing. So they struggle to understand, and as a last resort, tentatively suggest that perhaps the lecturer may have strayed. The Israelis, on the other hand, *begin* with the assumption that the lecturer is wrong, and determinedly press his back to the wall in defending his position—a less relaxing assumption, certainly; but very challenging.

Most Israeli students hold down full-time or part-time jobs. Many of them need the money, and the rest are too old to be willing to accept support from parents. As a result, they come to class rather weary, particularly second and third year students. This tends to create a more informal classroom atmosphere.

The Israelis are hardheaded, and their interest is captured more by the applications of what they are learning to Israel's problems, than by the beauty of some well-shaped theory. They are very social animals. tending to prepare homework assignments and study for examinations in groups. If I may risk a hair-curling generalization—Jewish students are exceedingly bright. In their own way, both the American and Israeli students are rewarding to teach.

My wife Sharona is a third-year student of psychology and sociology at Tel Aviv University, and views things from the student's angle. A veteran of two years at Douglass College, she is continually being asked by Israelis about life at American universities. I added my voice to hers.

"What are the major difficulties between American and Israeli universities and students?"

"American universities are more service-minded than Israeli schools, and provide facilities that Israeli students don't require and don't ask for. The Israeli student is more purposeful (though not necessarily more industrious), and wants to get down to business."

"Why don't Israeli students protest and demonstrate as in many other countries?"

"Because they are too busy fighting for more important things, and have no time to waste. Besides, they are generally more mature."

"Does it pay for an American student to come here for a year's study?"

"It depends on the student. If he comes as a serious student, to see what it is like to live in a different culture, to see what Israel and Israelis are like . . . then it is worthwhile. If he comes intending to remain in an American environment even while in Israel, or if he comes because a year abroad is fashionable . . . then it isn't worthwhile."

Appendix 11

[From the Jerusalem Post, Jan. 23, 1970]

VISITORS' GALLERY: U.S. CONGRESSMAN JOHN BRADEMAS—LOOKING FOR INTEGRATION IN SCHOOLING

(By Susan Bellos)

"I am a very ecumenical man," Congressman John Brademas (Democrat, Indiana) told the U.S. Congress not very long ago. "My father is Greek Orthodox, my mother belongs to the Disciples of Christ Church, my brother is a Presbyterian and I am a Methodist. All I'm looking for is a nice Jewish girl to get married to." Among the reactions to this rather candid public admission, was a letter stating: "I am 5'2", female, blonde, blue eyed and Jewish. For further details please apply to . . ."

Congressman Brademas was still distinctly young, handsome and unmarried earlier this week, but he was in Israel on rather more mundane business than possible matrimonial intentions. He was part of a delegation of the Congressional subcommittee on pre-school education, which included Jim Scheuer (Democrat, New York), Lloyd Meeds (Democrat, Washington) and Orval Hansen (Republican, Idaho). They have been visiting schools, kindergartens and institutions of higher learning all over the country and have been talking and listening to people ranging from Education Minister Yigal Allon to Jerusalem schoolchildren.

When it comes to education, Mr. Brademas is well-informed and tough-minded. Most of all he and his colleagues wanted to see our pre-kindergartens and programs for culturally disadvantaged children. He admits that the U.S. Government, rather late in the day, is thinking of setting up a network of communal day-care centers. "There is an enormous increase today in the U.S. of working mothers and we expect the number to go up by 40 per cent in the next decade." Israel is the delegation's first stop on its current tour. From here they go to the Soviet Union, Britain and Japan.

WEANING FROM WELFARE

The reasons for the increase in U.S. working mothers are not simple, but they include trying to wean poor mothers with large families off welfare, and the impact the "head-start" programs for culturally disadvantaged children has made on middle and upper-class parents. "We have three to five million poor in the U.S. excluding the aged, and the huge amount of money we spend on welfare handouts is scandalous. One possible solution is making it easier for these mothers to go out to work," says the Congressman.

Early learning programs in the U.S. today are still either very expensive or educationally sub-standard and until recently pre-school education has been "largely custodial, a place where you put your kids, not where they learn anything." Middle-class parents have suddenly woken up to the fact that there are distinct educational advantages in kindergartens and "they want to be in on it too," he notes.

The Congressman not only visited urban day-care centres and village kindergartens but also kibbutzim. Mr. Brademas admits that "I'd go crazy there after a month," but he did want to know about their child development systems and kibbutz educational theory. Though "there are of course great differences in the values of our two societies," he and his colleagues are asking questions like: "Given these differences, could U.S. children be reared in communal settlements?" The question is far from being purely academic since there are plans for communal nurseries at industrial plants and in suburban communities. Communalism itself does not appear to be such anathema to Americans today as it did a generation ago.

Mr. Brademas was impressed by the educational content of some of our pre-kindergarten programmes and by the fact that Mr. Allon told him that he "would like compulsory kindergarten from age three, but as yet we do not have enough resources." Israel's plans for integration between the advantaged and disadvantaged both in first grade and before, will involve both re-zoning and busing. Mr. Brademas does not see anything very negative in this, even though critics within the Ministry of Education itself have already raised questions about the desirability of busing. "In the U.S.," he said trenchantly, "It's just a big myth about technical problems. Very often its just an excuse for hostility against the black and objections to integration itself."

NO ANTI-ARAB HOSTILITY

One problem that the delegation did come up against "again and again" was "integration." Of whom? "The Jews and the Arabs." On the one hand, Mr. Brademas said, "we were immensely impressed by the complete lack of hostile statements from any Jew in Israel against the Arabs, and this included schoolchildren." This they all found "very civilized." However if the declared policy of this country is integration and a multiethnic society, "We can't understand why you don't have mixed Arab-Jewish schools," Mr. Brademas said.

He was concerned at the fact that "Arab children aren't in Gadna, that there are separate schools for Arabs and that there seem to be almost no Arabs at the universities." Mr. Brademas and his colleagues found "an ambivalent attitude about the problem. It's all very well saying that the Arabs don't want it, but how many of them have had the experience of mixed education to judge whether they would like it or not?" What language would you teach in these schools? "Perhaps Arabic for Arab history, religion and literature and Hebrew for Jewish history, religion and literature." When the Congressmen tackled Mr. Allon on the question "He was very open. He said that he personally favored integrated schools, or at least bringing Arab school-children into Gadna."

One of the things that impressed them most was Gadna itself. Mr. Brademas believes that a similar teenage national service project might be applied in the

U.S. A bill is shortly to be introduced in Congress on "90 days of summer youth camps" and Mr. Brademas believes that there is plenty of scope for programs like land-reclamation work.

[From the Jerusalem Post, Jan. 26, 1970]

(By Susan Bellos)

KNESSET HELP ASKED BY PARENTS OF AUTISTIC CHILDREN

Parents of autistic children from all over the country are going to see the Knesset Public Services Committee today, to protest the lack of proper institutions for their children. The case that they have to present is that there is no suitable care or training for autistic children over the age of 12.

Autism is a vague word and an extremely difficult condition to diagnose. Most doctors prefer to describe it rather than define it, and the condition is perhaps best understood as a behavior disturbance which manifests itself in extreme social withdrawal. This includes delay in speech development, apparent deafness, blindness and/or mental retardation and violent and prolonged temper tantrums. Although the number of "truly autistic" children in Israel is not more than 100, according to Ministry of Health experts, the general usage of the word covers childhood psychosis, childhood schizophrenia, Kanner's syndrome, aphasia with behavior disorder and severe emotional disturbance.

The main treatment center for autistic children is the Talpiot Children's Centre in Jerusalem but, according to doctors there "there are a great many more children suffering from these conditions all over the country and they can all be classified as autistic." Some of them of course never even get to a diagnosis and some of them are deliberately referred by doctors to institutions for mentally retarded children simply because there is no room in the existing facilities.

BOARDING SCHOOL

The Talpiot center is a residential school and day center with 35 places for children between the ages of one and 12. There is a day centre in Haifa with eight places for children up to age 12, and there is the new center and school at Tel Hashomer. Although Tel Hashomer has plans over the next few years for places for up to 300 children, its school is not yet open and the centre is just being set up. According to doctors at the Talpiot centre, Tel Hashomer is not intended for severely autistic children since they are only planning to accept children for the school who are already toilet-trained, who can talk and are capable of learning. The emphasis is also on very young children.

The only place that accepts autistic children at age 12 at all willingly is a private institution for emotionally disturbed children called Tel Ilan, which is supervised by the Ministry of Welfare. The institution has much improved since it was investigated a few years ago when one of the superintendents was found to be embezzling and the children starving, but it is still far from adequate and is basically a custodial rather than a therapeutic institution. Good programs and facilities do exist for the 12-year-olds deemed to be at all educable, but for the others facilities in terms of programs and staff ratio are very poor.

CLOSED WARD

Officially children can be referred to the Children's Psychiatric Hospital at Ness Ziona and the children's wards at the Eitanim Psychiatric Hospital in Jerusalem. At Eitanim, however, there is no special provision for autistic children and they are usually, if accepted at all, placed in a closed ward. According to the Talpiot doctors, facilities in the closed ward program at Eitanim are very poor anyway and Ness Ziona is quite unwilling to accept autistic children.

All autistic children are characterised by an intense dislike of change. People working in the field feel that to place a severely autistic child in Tel Ilan at age 12 after years of patient work can be wholly destructive. Apart from Tel Ilan and its failings the very question of an arbitrary division at 12 has been raised Autistic children, just like normal children, go through a critical period at adolescence and become even more difficult to handle. Nevertheless they are so deviant that psychiatrists believe that to apply the normal model of primary and secondary education is meaningless.

There are a variety of answers. They include an institution for autistic children from 0 to 18 which will at least assure continuity of treatment, or an overall institution for autistic adults and children. Autism used to be considered a childhood disorder but now it is generally accepted as affecting anybody from babies to the elderly, all of whom react with hostility to any kind of change. Perhaps in planning terms one large institution is more feasible than a multiplicity of smaller ones.

A mentally retarded, physically disabled, deaf or blind child is a great strain on any parent. However, given the right amounts of love, energy and understanding, like most human beings, these children grow up much more successfully at home than in an institution. They also respond, in varying degrees, to affection. However the importance of institutions for autistic children is precisely because a major part of their condition is conflict with their parents. They also rarely respond to affection.

One of the mothers going to the Knesset today, according to doctors at Talpiot "has not had a good night's sleep for 10 years." Her son became autistic at two and a half (he is now aged 12) and every single night woke up at midnight and screamed for up to three hours. This went on to the extent of the neighbors asking for the family's removal from the block of flats where they lived on the grounds that they constituted a public nuisance, which of course they did.

Autistic children are often well-nigh impossible for their parents to manage. They are much better treated by outsiders such as psychiatrists, teachers and social workers, and even then any success requires an inordinate amount of time and effort. The disease itself remains almost unexplained, although there has been some degree of success in the four years of existence of the Talpiot Centre. The most obvious human, if not medical, task now seems to be to help the parents.

[From the Jerusalem Post, Jan. 8, 1970]

ALLON URGES MERGER OF TWO TEACHERS UNIONS

Deputy Premier and Education Minister Yigal Allon said yesterday the time had come for the Teachers Union and the Secondary School Teachers Association to merge.

He was replying in the Knesset to a motion by Mr. Avraham Katz (Gahal) on the teachers' status in Israel, which was later voted to the Education Committee. Mr. Allon said incipient implementation of the school reform made the merger all the more necessary. He suggested that the two professional bodies create one overall framework, with autonomous sub-divisions for the various school levels. This merger did not depend on the Government or the Knesset, but on the teachers themselves, who ought to forget the past, and elevate themselves to the level of professional and educational responsibility which was expected of them, he said.

Mr. Allon said one reason why the status of the teachers had been affected, was because they were split into two rival organizations, for no good reason.

Another reason was that they had placed too much stress on their professional struggle to improve wage and working conditions, while not always choosing the sort of professional struggle appropriate to pedagogues whose main impact lay in their personality and their educational image.

He said teachers had a right to campaign for their rights. But the Government, the local authorities and the teachers organizations themselves ought to set certain limits to these campaigns. He hoped that at the forthcoming wage talks with the Cabinet Committee on wages, the teachers would show a sense of public responsibility, avoid throwing the school system out of gear, and thus also contribute to the enhancement of their status and prestige, as educators of the nation of tomorrow.

CONSIDERABLE PAINS

Mr. Allon said his Ministry had taken considerable pains over the years to improve the status of the teaching profession as regards salary, working conditions, and above all professional training. As a further step, it was currently planning to establish closer links between the teachers training colleges, and the universities, to ensure more thorough and intensive training for the next generation of teachers.

Mr. Allon added that the Ministry was also seeking to ease the teachers' burden, by cutting down the number of pupils per class in "a gradual, agreed process, to a ceiling of 40." "He noted that the national average in elementary schools today was 28.3 pupils per class, in high schools 31.4 pupils, and in technical schools 26.2 pupils.

(The Minister later told *The Post* in the lobby that he had already broached the idea of the merger to representatives of the Teachers Union and the Secondary School Teachers Association in informal talks. He would be meeting with them over the next few days and would put the merger high on the agenda. So far they had felt the idea was praiseworthy, in principle, he noted.)

Introducing his motion, Mr. Katz said that the low status of the teaching profession was indicated by the fact that teachers were still short, and non-qualified teachers still abounded at all levels. "If you would never dream of going to an unqualified doctor or lawyer, how can you put up with an unqualified teacher," he asked.

As proof that working conditions in the profession were unattractive he noted that 75 per cent of all elementary school teachers were women, and 45 per cent of all secondary school teachers. At teachers training colleges, he said, the men accounted for only 13 per cent.

Because a teacher's salary is not enough to manage on, Mr. Katz said, male teachers have to work overtime. This affects their energy, the standard of their teaching in class, and the pupils' marks.

UNIONS WARY

The spokesman of the two unions, asked by *The Jerusalem Post* to comment on Mr. Allon's call, last night reacted warily, both recalling past efforts at merger that had failed.

They were asked to comment on Mr. Allon's suggestion that the teachers should not press new demands in the forthcoming wage negotiations. The Union spokesman said he could "not imagine that Mr. Allon is asking us to forego wage hikes which we deserve." The Association spokesman said it would certainly let the Minister know that "we have some very concrete demands indeed" when its representatives meet with Mr. Allon next week.

[From the Jerusalem Post, Jan. 9, 1970]

There are hundreds of potentially brilliant students in Tel Aviv's schools alone, but the brain reservoir remains untapped due to lack of funds, the Dean of Students at Tel Aviv University, Prof. Amnon Yakimovski (also a city councillor), tells Sarah Honig what is being done for a start.

My Son, the Genius, Is No Longer a Problem Child . . .

According to statistics, it may be assumed that at least one percent of the Tel Aviv school population has what is considered to be the "genius" I.Q. While this roughly equals the proportion of retarded children in the population, only 23 of the super-bright youngsters are receiving any special attention. This group, whose members range between ten and 12 years of age, meets once a week for a university-level mathematics course.

The children have come to Prof. Yakimovski of the University of Tel Aviv in a rather haphazard fashion. Usually it is the parent who has heard about the program and contacts the university. They tend to be the "better-off" parents.

"Unless we have the financial means to run such a programme on a large scale, the underpriviledged child would probably never get to us. Our sole criterion is the I.Q. rating. But even such tests are not generally given in the Israeli school system. What for? Even if they discover exceptional promise in a child, what can they do about it? There are hardly any special programs for exceptional children. If our weekly lessons were an organized official program, we could begin to test children and select them from the school population. As things are, much talent is being neglected" Prof. Yakimovski declares.

Things, however, are beginning to move. "This course is a blessing in itself. The situation was far worse a few months ago," says a mother of an 11-year-old taking part in Tel Aviv University's courses. "I was frightened, almost on the verge of hysteria. The child was strange. He lived virtually in another world. Every mother loves her child and wants him to be happy. Looking at my son really hurt me. The boy did not seem normal, though there was nothing obviously wrong with him. He is good looking and in fine shape. When something is visibly the matter, people understand—but nobody regards a high I.Q. as a problem. Such a child will somehow manage to get along in life, and so he is not given the same special help that even a retarded child would get," the mother, who prefers anonymity, complains.

ANTI-SOCIAL

Genius, nevertheless, can often be a very real problem. "The boy would stand at the window and watch the other children playing, but could not be persuaded to join them. He was deeply introverted, and they, on the other hand, considered him a snob. A vicious circle developed. People would think that I was locking the poor child up at home and forcing books down his throat. Now that he is meeting others more like himself, he is much more relaxed. There is also somebody to answer his constant questions," the mother smiles.

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The gifted child does not necessarily stand out in school. The school system is geared to the average child and the potential genius might very well adjust himself to the average. He may even be stifled sufficiently to become the worst pupil in class. "You'd be surprised how many of teachers' most terrible nuisances are unusually brilliant," Prof. Yakimovski contends. As the mother sees it, she "was fortunate not to have too many problems with school. But if not for an understanding principal, the child might have been taken for an idiot. He used to solve complicated geometrical problems while he was still in kindergarten, but his first grade teacher failed him in arithmetic because he never raised his hand in class. If the teacher is mediocre, she will not understand the child."

"Such a child might ask difficult questions or very undiplomatically point out a teacher's mistakes in front of the whole class. The teacher would be very apt to silence him, make fun of him or just throw him out of class. It is not at all difficult to persuade a child that he is stupid. I happened to have put up a fight against what was being done to the boy. But what of the child whose parent doesn't care, wouldn't know what to do even if he did, or doesn't have the time to pay attention?" the mother asks.

RADIO LEAD

Until only recently, even the parents who saw that things were not what they should be, had nobody to whom to turn. "Now at least there is some one to give us advice and guidance. The big day came when Esther Barzel was interviewing the late Prof. Amos de Shalit on the radio," the mother relates. "He was speaking about what was being done for the gifted abroad. I got in touch with Esther Barzel; so did some 20 other parents. We decided to get together. We were a group of lonely parents, with no one to confide in. How happy we were to meet others in the same boat, so to speak," the mother exclaims.

After a while, the Dean of Mathematics at Haifa Technion, Prof. Azriel Eviatar, together with Prof. Yakimovski, began organizing special classes for the gifted children. Prof. Eviatar now has some 70 children at the Technion studying mathematics, chemistry and physics. "We restricted ourselves to maths only at the outset, because this is the one subject we can teach without necessarily covering material that would sooner or later appear on the school curriculum. In physics or chemistry you must first establish certain basic principles or you cannot get anywhere. In maths all you need is a good head and you can manage to get ahead without clashes with the course of studies at school," Prof. Yakimovski explains. He does, however, plan to start physics soon. In addition, a second group of children will soon join the programme as well. Their participation is sponsored and financed by I.B.M.

Prof. Yakimovski of course does not believe that genius might necessarily be expressed in exceptional mathematical abilities. "We still know very little about the whole phenomenon. About a third of the children have to work very hard to keep up with the others. We are not sure that they are in any way less gifted. They may just not be mathematically inclined. Right now they are studying set theory. We will soon switch into other areas of maths and see if they do better."

But Prof. Yakimovski hardly expects any of them to drop out. "There is a certain prestige involved for all of them. No one would want to leave; this would be interpreted as failure. So far, only one child has decided not to go on; this was right at the beginning. Our requirements in themselves serve as sort of a deterrent, so we feel that the ones who have been willing to put up with them to begin with will stick it out," Prof. Yakimovski asserts.

MAKING AN EFFORT

He adds, nonetheless, that the great majority of the children "virtually swim in the subject. They master it much better than many university freshmen. They are enthusiastic, so much so, in fact, that it was not easy to find assistants to teach them. They catch on very quickly and jump right into the teacher's words. She doesn't get to complete very many sentences, but working with such children is very rewarding indeed." Not everything went smoothly. "These children are not exactly diligent. In fact, they tend to be good and lazy for they are not used to exerting themselves. Most of their ordinary school work is far too simple for them and so they are not likely to invest any effort in what doesn't come easily," Prof. Yakimovski smiles.

"Our first task was to get them used to making a serious effort. This is of particular importance in mathematics. History shows that great achievements in the field were usually attained at a relatively young age. Therefore we want to start training the youngster now, or we may very well be too late," Prof. Yakimovski claims. He adds that the very lack of interest in Mathematics may be due to deficient work habits. "One student's father recently told me that he was astonished how eagerly his son now approaches his maths lessons. Previously he was not interested in them at all and was doing rather poorly at maths in school. It was just that he was able to do work in other subjects without effort, while here a little more concentration was demanded. We had our problems here at the university too. The kids would just come up after a lesson in mathematical theory and say: this is all very nice, but what is it good for? However, I must admit that they are all cured now," the satisfied Professor grins.

PSYCHOLOGISTS CLAIM

The program has not been greeted with universal enthusiasm. Some psychologists maintain such special classes are harmful. "They feared the children's egos would receive too great a boost," Prof. Yakimovski explains and hotly disagrees. "If anything, such a framework puts kids with a little too much self-esteem in their places. If they were always the first in class, here they must compete with equals, which is good and healthy for any child. For those children who have managed to develop inferiority complexes, such a program can give the security of knowing that there are others like themselves," Prof. Yakimovski insists.

Slowly, however, opponents of the program are being won over. "The dire predictions did not come true; things are working out well, to the amazement of some social scientists who are now beginning to take a positive interest. The psychology department had given our youngsters university entrance exams, and it turned out that all but one of the children would have been accepted as *bona fide* students," Prof. Yakimovski reveals.

PARENTS PLEASED

The parents are happy with things as they are. "This is exactly what was needed all along—a chance for the children to get adequate attention. We don't want them in any special schools. Various courses such as they are now taking to complement, but not interfere with, school work, are perfect," the mother feels.

"After all they are just children, emotionally and psychologically. You simply cannot pump information into them if they are not interested. My son, for example, has little feeling for music although he has certainly been exposed to it. Neither does he take any interest in sports. He is, however, mad about comic books. If he has ever been willing to learn English, it was only in order to read more comics," the mother says and recalls how her son came home in tears recently because he had not been allowed to go to a puppet show in school. It was for the lower grades only and he was considered "too old," since he had skipped several grades. She tried to reason with him and explain that his whole class was not allowed in. "But I'm not as old as the rest of them. I'm just a little boy," said the budding genius, in tears.

[From the Jerusalem Post, Jan. 9, 1970]

"MOTHER, THEY'RE SERIOUS"—GADNA TRAINING IS FIRST RATE EDUCATION

(By Helga Dudman

A 20-year-old sabra who recently completed her army service: "Absolutely wonderful! I adored it, it was a marvelous part of my life. I was in the Aviation Gadna, and in the Maritime Gadna, and in the Rifle

> Gadna, and I took the Leadership Course (Mem-Kafim)—I did that in the Army too, and I'd say it was harder in Gadna." (She was recently married in a traditional long white gown.)
>
> The father of a 22-year-old soldier: "My son—he's now an aeronautical engineer—discovered his interest in aviation in Gadna. He was a first-rate Gadna instructor, too."
>
> Another 20-year-old girl sabra: "Well, I didn't like it so much, and neither did most of my friends in high school. It probably depends on who's the instructor.
>
> A 17-year-old American girl, after spending a year in Israel with her parents and before returning home: "Gadna was the most exciting part of the year here. I didn't want to go home with my family, because I couldn't bear missing Gadna camp. At the beginning, I thought it's just fun to wear a uniform. But after the first day's exercises I remember being absolutely exhausted and saying, 'Mother, they're serious!" It was also strange at first that girls and boys have just the same training, but after the shock, that was great, too."
>
> The Commander of one of the country's five Gadna camps: "Let me tell you a story. As an experiment, about four years ago, a social worker rounded up a small group of boys literally from off the streets of a development town and brought them to us. They were the kind of boys who at 16 or 17 are not at school, and not working, and very often don't go into the army. They were here for just a little over a week. At first they didn't want to get out of bed in the morning. Then, a year ago, one of the instructors was tapped on the shoulder by an enormous paratrooper who said, 'You probably don't remember me, but I'm Moshe, who gave you so much trouble. Two of the other boys from that group are now in the Tank Corps.' The moral of the story is simply that this was the first time any of those boys were in a first-rate and all-pervasive educational environment."

The Gadna ("Gdudei Noar", generally translated as "Youth Troops") is under the command of Aluf-Mishne Baruch Levy, 36; he is about the tenth officer to head the Gadna since its establishment officially at the beginning of the State, and growing out of the earlier underground pre-state youth activities. Gadna today takes in most of the country's boys and girls in the 14 to 18 year age groups, both those in school and those at work. Activities within the school system are supervised by the Ministry of Education; outside the school system, by the Ministry of Defense, which in turn deals with such agencies as the Ministries of Agriculture and Labor in its contacts with youth in all fields (one exception are the kibbutzim, which achieve the same aims as Gadna within their own framework).

NO "JUNIOR ARMY"

"What Gadna is not," Aluf-Mishne Levy said firmly when I spoke to him recently, "is a 'junior army'. Neither is it the outgrowth of any abstract philosophy. Rather, it is the outgrowth—very directly—of our special circumstances. Our security problems began with the first settlements, 70 years ago, under the Turks and then under the British, and they continue. We have always been a small community in a large hostile sea, and apparently we will always be relatively small. So the decision was made to educate our young people along two general lines—psychologically, to understand the realities, and to have some basic training in terms of security. But stress is definitely on individual psychological preparation and understanding, on good citizenship, on experiences which will be the basis for later military training. Of course, there is the physical and technical side too, but emphasis is strongly educational—to know the country, and to understand the nature of our security problems. That is the purpose of Gadna, and by no means to 'save the Army work'."

So there are lectures and discussions within the school framework in the 9th, 10th, and 11th grades; by the 12th grade, because of pressure of matriculation, examinations, activities are minimal. Outside the school framework, there are outings and hikes under specially trained army instructors, both men and women, and interest groups for glider, boating, and rifle training. The Gadna Orchestra has gone abroad and performed most successfully in international competitions.

In the Three-Day Jerusalem March, most participants are Gadna youngsters and they will play an increasingly important part in the Independence Day Parade, whose character has been changed to emphasize people rather than equipment. Aluf-Mishne Levy: "In my opinion, it's much nicer to see young people than to see tanks."

HIGH POINT

In the 11th grade, a high point is the ten-days (slightly less time for working youth) in one of the country's five Gadna camps. Anybody who has been near these can only marvel at the way youngsters take long rugged hikes during the day and have enough energy left to sing songs through most of the night. In the 12th grade come two weeks' National Service, with assignments in essential factories, hospitals, or agricultural settlements. During national emergencies, as is well remembered from the Six Day War period, Gadna is organized to perform key tasks in institutions such as post offices, and elsewhere: "It is all worked out and planned, so that for instance in an emergency, Class X at School Y knows it must go directly to Hospital or Factory Z . . .

The tough, and therefore highly respected Leadership Course ("Makim"—section leaders as in the army) challenges and attracts the most ambitious youngsters, boys and girls equally. Those who finish the course are entitled to especially exciting and memorable outings.

By and large, students look forward eagerly to the weeks of service at kibbutzim and other settlements—and not only because it gets them out of school. Mild demonstrations were recently organized by some students in the face of recent refusals by teachers to accompany them on work weeks out of town without extra pay.

Student enthusiasm is perfectly understandable and sometimes their experiences turn out to be straight from an adventure book. A Tel Aviv boy, for instance, was recently assigned the first-rate job of chasing a young runaway bull on a tractor—who could ask for anything more?

"Hetz ve Keshet" (Bow and Arrow, the Gadna emblem) is the organization's own radio program on Galei Zahal (Thursdays, 6:05 p.m.) with features of special interest to teenagers. "Bemahane Gadna" is a weekly magazine, with lively write-ups not only on Gadna activities but also widely ranging articles on art, science, public affairs, jobs and personality interviews, competitions—all by no means "written down" to the young. Its journalists include young soldiers, themselves fresh from Gadna, and the army's forward planning in this area, too, would be a good example for civilian enterprises. Recent issues of "Bemahane Gadna," for instance, invited applications from 12th year high school students interested in becoming the journal's "military correspondents" when they join the army.

Much of all this is known to parents of Gadna-age youngsters. Some of them may themselves be among the first graduates of early Gadna, but times have changed since then. Certain of the changes are reflected in the background and character of Aluf-Mishne Levy, who took over the Gadna command five months ago as its youngest commander after heading the Military Academy near Tel Aviv since its founding nearly five years ago.

NEW GENERATION

One of the "new generation" of senior officers, he has managed to combine 19 years of active army duty with an academic background that includes a B.A. in both law and sociology, and a start toward the M.A. in education. At the moment study has been put aside for lack of time; when I met him in the morning, he was agreeing by telephone to a meeting at eight in the evening, "provided it is over by ten, because I'm busy then." He explained to me: "We have evening activities that are well worth watching."

Baruch Levy was born in Iraq in 1933 and came to Palestine with his Zionist parents at the age of two. His father supported the family by a stall at the Carmel market, and the boy grew up in Little Tel Aviv, finishing elementary school at the age of 12, for a very simple reason: "I was always tall for my age, and in those days there were no rules about when you entered school. My father decided when I was four and a half, that I looked ready for school." There were never any problems, socially or scholastically; he was always an excellent student and enjoyed physical training as well. At the time, schoolchildren were taking underground "physical education" training with the Hagana—the forerunner to the later Gadna. Graduating from the Bialik School he found a job at the Lodzia textile plant, and after working for a year, took a day off to celebrate his *Bar Mitzva*.

"In those days we learned a great deal in the first eight years, and an elementary school education then might be compared to high-school-plus today. We had some wonderful, dedicated, and inspiring teachers. If today I enjoy reading the Tanach in my spare time, it's because our teacher instilled in us a love of the subject."

Still, young Baruch soon decided that more education was essential, and with a group of friends helped initiate Tel Aviv's first "Evening High School" for working youth. During this period he first met his wife, now a major on active duty in the Army's computer section, and the mother of their three children: "She was always good at science and I was good in the humanities, so we studied together very successfully."

CONCERNED WITH YOUTH

His army career has been largely concerned with youth. One of the first to be assigned to Nahal, he served in Nahal from 1950 to 1960, when he was sent to Africa to help organize youth in the newly-emerging states: "Not to copy our own establishment, but to study their requirements and devise a program that fitted them."

Then came three years with the paratroops, General Staff and Command School, a period as Gadna Education Officer, and the assignment to the Military Academy, in some ways the opposite of the Gadna pattern.

"The Military School is largely a volunteer elite of boys interested in a military career. In Gadna, on the other hand, we are dealing with the broadest range of Israeli youth. And because our primary concern is education and citizenship, we are increasingly making efforts to reach young people not in the framework of high schools or youth movements. We work through evening clubs, for example, with youngsters not organized in any framework, and are expanding to reach those in development towns and distant settlements."

BEING YOUNG NOT EASY

It is not all that easy to be young today. "Young people today must find their own future. In the past they used to follow in their fathers' footsteps. All that has changed. Our program is to educate them to face today's realities."

The term "realities" comes up frequently in conversation with Aluf-Mishne Levy. "As far as the nation is concerned, it's not a question of Zionism but of realities. Our problem is security. If, as a nation, we had a general problem involving agriculture, then the whole country would be concentrated on that . . . But the reality is security. We've had three wars, every one of them fought more effectively and more quickly than the one before. And it is always the young people who carry the burden of war . . ."

Do some youngsters, I asked, occasionally question the facts facing them? "Yes, it happens, and it's good that they ask questions. Certainly, it's better that they do it sooner than later."

The Israeli soldier by now is almost universally acknowledged as having a somehow different character from other soldiers: tough but not brutalized; realistic but not militaristic. The Gadna preparation which so many of these soldiers have undergone may take some credit for the results—though, as Aluf-Mishne Levy emphasizes, it is not due to any clever philosophy but simply a response to circumstances.

One result can hardly be argued: because of his Gadna training, the Israeli soldier is far less likely to suffer the "shock" of going straight from family to army: he has had an early and gradual introduction, and most important, he understands the reasons for what is happening to him.

Is all this sometimes called "militarism" by visitors from abroad, many of whom, including foreign officials, take an especial interest in Gadna? "Less than formerly," replied Aluf-Mishne Levy. "Again, it's a matter of recognizing realities. Who, anyway, would say that making war is a 'good thing'? That it's a 'good thing' for boys to fall in action? 'Good things' are for people who live on Mount Olympus . . . When I gave out prizes in a Gadna rifle competition recently, I said that our greatest wish was that rifles should be used only as a civilian sport and not for military necessity."

COLLEGE PROFESSOR

Given another set of realities, Aluf-Mishne Levy might, one imagines, have turned out a college professor. As it happens, his immediate family probably holds some sort of record for Zahal officers: in addition to his wife, the major, two of his three brothers are officers, one also with the rank of Aluf-Mishne, serves with the paratroopers and the youngest is a lieutenant.

Both professionally and personally, he has abundant background for knowing that "nowhere in the world will you hear more discussions about peace than in Zahal."

Appendix 12

"RESEARCH AND EDUCATION BOOMING IN A NATION AT WAR"

(by Daniel S. Greenberg; Reprinted from *Science*, April 24, 1970.)

Israel. I was with several Israelis during a tour in mid-March of scientific and educational institutions here when a news broadcast reported the downing [illegible] four Egyptian MIG's. My companions were exultant. Then one of them gasped and said, "Damn it, I forgot to take the chicken out of the freezer." On another occasion, I visited an American physicist who went to work a few months ago in a laboratory in Jerusalem. "Why?" I asked. He explained that he is Jewish and has long been interested in Israel. He continued, "From the professional point of view, it's a small country and you can take an idea of your own and really carry it through. Besides," he said, "I really think my wife and children are safer here than they were back in Washington, D.C. The city streets are absolutely safe at any hour." Having heard that at least half of all research and development in Israel is now in the military area, I asked him whether the Israelis were interested in his extensive military research experience in the United States. "No," he said, "military research here is very self-contained, and they're very security conscious. I wouldn't mind, but they're not interested in me."

The two encounters were a bit jarring, but coming as they did early in a 2-week tour, were appropriate introductions to the numerous incongruities of this tiny, peculiar, and haunted country. Is Israel a land of scientific strength? The answer is that it is strong for its size, but it is a *very* small country. With a population of 2.8 million, it turns out more scientific papers than all of Latin America or Africa. Figures compiled in 1964 show that it roughly ranked with Great Britain and Japan in the number of scientists and engineers per 10,000 of population—10.7 (which is less than half the figures for the U.S. and Sweden). With 1/1400 of the world's population, it has been calculated, Israel produces 1/200 of the scientific papers. Extraordinary. But the fact is that all of Israel contains about 3500 scientists and engineers. They are heavily represented among Jews of European, Russian and American origin, but not so often among the so-called "Oriental" Jews, who now comprise over half the population, which somewhat explains why there are not even more scientists and engineers in Israel's population.

Small, but rendered strong for its size through its use of scientific skills—well, yes and no. After more than a decade of talk and planning about "science-based" industry, Israel's scientific prowess still shows up more in her scientifically managed citrus groves and plastic-sheeted vegetabe fields than in her industrial plants. Israel's laboratories are great exporters of scientific papers, but rarely have these given Israel any concrete return beyone funds to produce more scientific papers. That is what they are saying throughout Israel's scientific enterprise now, and as a consequence there is a frantic rush toward applied research, with the government ready to pay half the costs of virtually any research conducted in an industrial enterprise. One suspects that eventually things will come out all right. The Israelis are clever and have relatively ample capital. But the results so far are not especially striking.

For example, a lot of individual initiative followed by considerable government support has produced a rapid expansion of the civilian electronics industry—to the point where it now employs nearly 1000 persons. But most of the production involves the assemblage of imported components, often under arrangement with one or another American firm. And though the Israelis are turning out several well-received scientific research instruments, sales to government currently account for half the revenue. The military side of the picture is said to be large, but is completely closed off to outsiders. As one electronics executive put it, "There is a very sophisticated electronic war going on in the Middle East and we understandably prefer to keep quiet about it."

RESEARCH FUNDS FROM U.S.

It is interesting to learn that, for many years, most of the work embodied in Israeli-produced scientific papers was paid for by agencies of the U.S. Government, the annual sum sometimes running as high as $8 million. Almost all of this was in Israeli currency that the U.S. held from sales of surplus food under Public Law 480. But now that the fund is nearly exhausted—it has been temporarily replenished to the end of 1972 by Israel's making an advance payment on dollar loans—what is the long-range alternative? Many possibilities are being explored and cultivated, but prominent among them is West Germany, whose philanthropic foundations, especially the Volkswagen Foundation, are currently providing several million dollars a year to Israeli scientists, with reliable signs of more to come.

Researchers and administrators at the Technion of Hafia—Israel's version of M.I.T.—are despairingly trying to decipher a recent decision of their board which bars any funds that can be traced to the Nazi period. Other institutions see no issue of principle and are busying themselves with further explorations of the West German grant potential. The search is, of course, international: Hebrew University of Jerusalem, a huge, modern, and highly diversified institution despite a name that suggests a theological seminary, keeps a man in Washington to seek out American funds, and is probably unique among foreign universities in this regard. It is interesting to learn also that, since the Six-day War, immigration to Israel from the U.S. and Canada has sharply increased—4000 in 1968, 6000 last year, and, at the present rate, perhaps 10,000 this year, with "academicians" comprising about 30 percent of the total. The Weizmann Institute of Science reports an eightfold increase in job inquiries from the U.S. over the past few years, reflecting in part, no doubt, the financial woes of American science but also the appeal of the Jewish homeland in a time of difficulty. Israeli tourism is currently flourishing to so great an extent that it is extremely difficult to get a hotel room on short notice.

The principal menace to the visitor is not the war, which goes on on faraway borders, or guerrilla acts, which are quite infrequent; rather it is the automobile, with which the Israelis regularly massacre each other at a rate that exceeds the present toll of war. (A recent week produced 13 dead and 92 severely injured on the highways, figures considerably in excess of the battlefield figures.) Finally, it is worth noting that military research in Israel is predicated on a concept that sounds strange to American ears. As explained, in an interview, by the Deputy Chief Scientist of the Defense Ministry, Brigadier General Itzhak Ya'acov, an Israeli-trained mechanical engineer with a master's degree in management from M.I.T., "What we are constantly looking for are reasons *not* to do research. We're too small to go chasing after problems that have been solved someplace else or that really don't concern our needs."

Now to proceed to some matters in greater depth.

Embattled as it is, deeply in debt in its international accounts, and with close to 25 percent of its gross national product going to defense (as compared with about 8 percent in the U.S.), Israel is nevertheless building and expanding universities and research facilities with a fervor that one might have thought would be reserved for military fortifications. The reason, of course, is that, with the Middle East population odds at 2.8 million to 40 million, Israel's seven main centers of education and research are integral to the national security, not because they are involved in military work—there is very little of that so far on the Israeli academic scene, though it is increasing; rather, the Israelis believe they can make up in wit what they lack in numbers, and therefore the universities *are* part of the system of fortifications.

BIG LEAGUE INSTITUTIONS

Many of these seven are big league institutions in terms of size, equipment, and scope and quality of academic and research programs. Architecturally, many of them compare favorably with the best in international academic modern. The Technion, with 45 buildings on a 300-acre site on Mount Carmel, overlooking the port city of Haifa, has an academic staff of over 1000; there are about 4000 undergraduates, nearly 1700 master's and doctoral degree students, plus some 400 other students in a Junior Technical College and a National School for Senior Technicians. There is talk of a national building freeze to release workmen and materials for military purposes, especially for the construction of civilian bomb shelters, which are being built throughout the country. But work on academic buildings is still going on at the Technion and elsewhere. Merger talks are being held between the Technion and the newly established University of Haifa, a municipally founded institution housed in a group of striking buildings atop Mount Carmel. And there is also talk of merging with a medical school that last year opened in Haifa. Hebrew University, with a current enrollment of 15,000 and a sprawling, modern campus, is also renovating and expanding its old Mount Scopus campus, which remained Israeli-held but cut off from use prior to the complete Israeli takeover of Jerusalem in the 1967 war. Tel Aviv University, founded as a municipal college in 1956, now has 1700 faculty members and 10,000 students and is planning to double its enrollment before 1980. The Weizmann Institute—most widely renowned of Israel's research and educational institutions, sometimes to the annoyance of the others, which feel they suffer a publicity, not a quality, gap—is going ahead with plans for expansion under its newly appointed president, Albert B. Sabin, of polio vaccine fame, who in January left the University of Cincinnati for permanent residence in Israel.

The Institute's budget is currently $12 million a year ($1.2 million of which comes from the Volkswagen Foundation). Its staff numbers 1600, about one-third of them professionals. Bar-Illan University, in Tel Aviv, the only one of the iniversities with a pronounced religious orientation, has grown in 15 years from a college of 80 students to a broad-scope institution with an enrollment of nearly 5000 and a faculty numbering over 600. And in the booming Negev city of Beersheeva, the Institute for Higher Education, a local-initiative spin-off of the city and the nearby Negev Institute for Arid Zone Research, was recently elevated to the status of the University of the Negev. At present, 1600 students are enrolled in a construction-filled campus, and discussions are being held about starting a medical school.

A MINI CAMBRIDGE COMPLEX

Near all these institutions, often on the campus proper, industrial parks exist or are being established to encourage the growth of science-based industry. "We're too small for a Route 128," an Israeli science journalist told me, referring to Boston's internationally admired ring of high-technology industry, "but we can try for a Route 1.28." The interest in attaining industrial riches through science is long standing, but, despite all the talk about science-based industry, Israel's largest single sources of foreign revenue are diamond polishing, citrus products, fertilizers, textiles, tourism, and cash gifts. A budding aviation industry, which is developing an all-Israeli short-range civil transport, is the largest single employer, with 12,000 on its payroll. But the only big profit-making science-based industry in Israel is agriculture, which is highly mechanized, meticulously irrigated, and carefully linked to a vast program of sophisticated research and marketing.

Among its recent triumphs is the development of a tomato suited to the tastes of British housewives. Market research concluded that they like their tomatoes small, round, firm, and salty. After 5 years of breeding, the first lot went to London markets—by air freighter—this winter. They sold out quickly, and now there is an open-ended order for future crops.

Route 128, the Japanese experience, and the desire to keep the country alive and rich all point toward putting more science into industry, with the result that "applied research" is now the catchphrase throughout the Israeli scientific community. It has so penetrated the well-insulated preserves of pure science that even the Weizmann Institute is now looking for something to export besides scientific papers. The change in attitude is a striking one. Several years ago, a top administrator of the Institute was quoted as saying, "If somebody were to offer us a million pounds to start a project concerning, for instance, insecticides or pharmaceutical drugs, we would certainly turn him down. . . . Most of our work is pure research which has no applied goals." One of Sabin's first acts as president of the Institute was to appoint 12 groups to devise "an expanded program of mission-oriented research on problems of highest priority for the development of industry is Israel, and, if possible, also of world importance." The obsession with science-based industry coincides with the decline of U.S. support, most of which was concentrated on basic research activities, and also with a great deal of agonizing over whether Israel took a wrong turn when it chose to build a relatively large and elite system of basic research in a small, poor, and sparsely settled country.

It is now widely agreed that the distribution of scientific and technical manpower is seriously out of balance in the direction of basic research. How this happened seems reasonably clear. Immigration during the Nazi period brought many German scientists to the Holy Land; there was little opportunity for them in industry, but there was ample opportunity in the universities. And this was reinforced in the postwar period, when American proponents of basic research saw to it that their Israeli scientist colleagues were well looked after in distribution of foreign aid and private gifts. (The ties between the Israeli and American scientific communities are intricately tight. Israel is on the American "sabbatical circuit," as one scientist put it, and in 1967, when the Weizmann Institute sought an outside review of its research programs, the study committee was headed by two senior eminences of American science, Nobel laureate I. I. Rabi and M.I.T.'s Jerome Wiesner, White House science adviser under President Kennedy.)

LIMITS OF BASIC RESEARCH

Israel's strength in basic research can no doubt be looked upon as the peak of a system that has provided technological strength throughout the economy, and that permits Israel to operate a technologically advanced military force that is potent beyond its numbers. But industry has benefited remarkably little. A government survey in 1966 placed Israel's total of employed scientists and technologists at 2841, of whom only 13 percent were employed in industry. Now the importance of applied research is extolled throughout the scientific enterprise, so much so, in fact, that some people are beginning to feel that things may be going too far. A one-time researcher who has sucessfully gone off into business commented, "I wish my friends at the Weizmann wouldn't be so embarassed about doing basic research. It's essential to the country, it trains people for other fields, and they shouldn't feel they have to make apologies or live with fantasies about having one foot in the Institute and one in the industrial park. Industry doesn't work that way."

A Weizmann biochemist stated his own view of the matter. "I'd love to do some applied research," he said, "but the trouble is I don't know how."

A look into the genesis, financing, and organization of Israel's academic and research enterprise shows that, more than is the case in most countries, it just happened, rather than having been planned. With the traditional Jewish emphasis on education and science, it was inevitable that learning and research would be accorded a high priority. Israelis proudly point out that the founding of the State in 1948 was long predated by the founding of universities; the Technion was established in 1912 and Hebrew University in 1918, and the Weizmann Institute grew out of a research center established in 1934. Whatever the source of the drive toward education and science, it is clearly there. It was Yale's numerist of scientific affairs, Derek de Solla Price, who pointed out that an analysis of scientific publications produces the conclusion that "Israel has rather more scientists that the whole of Latin America and many more than the whole of Africa."

Nevertheless, despite the reverential regard that Jews traditionally hold for education, and the central role that it plays in Israel's quest for security and growth, Israel is, curiously enough, one of the few nations to charge tuition fees for public secondary education. And they are substantial fees—ranging from $250 to $300 a year—in relation to incomes, which are low to begin with and then severely taxed. (An experienced typist receives a salary of about $180 a month; the director of a hospital department gets about 2½ times that.) Various exemptions and programs of assistance, especially for immigrants, free about half the students from any payment and reduces tuition for many others. But payment, unless an exemption is in order, is the basis on which the system operates. The same system of payment applies to higher education; this is in line with U.S. practice, but in contrast to what generally prevails in Europe, where students not only attend university without cost but also usually receive moderate living allowances. The reason offered for Israel's requiring payments is that the country could not afford any other arrangement. At the university level, the effect on enrollment is difficult to assess. Currently, about 14 percent of the university-age population is in higher education (university students are older in Israel, since men serve 3 years in the military upon reaching age 18; women serve 20 months). The Israeli enrollment rate is roughly similar to the rates in Britain, France, and West Germany. The U.S. figure is over 50 percent, but there the dropout rate is high and narrows the gap in terms of the percentage that complete their studies.

Of Israel's prewar population of 2.8 million, Arab-Israelis number 300,800. Under the law, they are full-fledged citizens with all rights, though, as it turns out, they are not called to military service. Of the 40,000 students enrolled in Israel's institutions of higher learning, Arab-Israelis number 450, according to a publiccation prepared under the auspices of the Ministry for Foreign Affairs. An American visitor expressing curiosity about these figures immediately gets a feeling of déjà vu as his extraordinarily hospitable Israeli hosts explain why "they" are not to be found in large numbers in those gleaming gateways to the future, the universities. Of Arab-Israelis enrolled, very few are in science of engineering. The Weizmann Institute, which is a graduate school on the lines of the Rockefeller University, has 250 doctoral and 200 master's students, none of whom, according to officials there, are Arab-Israelis, About 20 Arab-Israelis are enrolled at the Technion, including six on scholarships financed by a Moslem charitable trust in memory of the late Prime Minister Levi Eshkol. The Arabs, it was explained by my Israeli hosts, started from a more backward educational tradition, and when going on to advanced studies, tend toward the humanities, law, and medicine.

The growing cost of research, as well as the high hopes Israel is pinning on scientific expertise, has led to a streamlining of the organizationally clumsy apparatus that had grown up to look after scientific matters for the Prime Minister's office. In higher education, however, the laissez faire spirit is only now running into government attempts at restraint, though government continues to pay most of the cost.

At present, the focal point for government management of science is a 36-member body known as the National Council for Research and Development (NCRD), which is attached to the Prime Minister's office. It has many of the same study and advisory functions as the White House Office of Science and Technology, but in addition it administers a varied collection of research institutions and services that, for one reason or another, are unattached to a regular government ministry. These include the National Physical Laboratory in Jerusalem, the Weizmann Science Press, and the national oceanographic organization. A lengthy study concluded, last year, that the NCRD is a bureaucratic deformity, what with its mixture of advisory and operational responsibilities and assorted other defects. As a result, a reorganization is now under way, and when it is completed, the NCRD will be reconstituted as the National Research and Development Authority; it will drop its responsibility for running scientific organizations and confine itself to planning and advisory activities. As is the case with its American counterpart, its influence over budgets and programs will be a matter of advice rather than direct authority. Meanwhile, all government research activities, outside of the military, will be gathered into three newly created corporations—Israel's contribution to the universal effort to free government laboratories from relatively low civil service pay scales and boost their prestige but still keep them close to the government departments that need their skills.

COMMITMENT TO EDUCATION

The Jewish commitment to education has produced splendid results in Israel, but one gets the impression that the goverment, which currently pays 70 percent of the operating budgets for what is a wholly private system of higher education, would like to temper its people's educational enthusiasm with a bit of planning. This is difficult to do, since tradition strougly runs against the central government's doing anything with the universtites but pay most of their costs. If the educational setup were full-grown, and its costs therefore predictable, it might not be difficult for government to accept this arrangement. But there is a well-established tradition of new universities just popping up, usually at the initiative of municipal authorities, as happened in recent years in Haifa and Beersheeva—and then getting on line for that 70-percent support. And, significantly, the money comes out of the Ministry of Finance, not the Ministry of Education and Culture. Evidence that the government would like to promote more coherence in the distribution of higher educational resources can be seen in a recent decision to set up a Cabinet-level committee to decide whether Tel Aviv University or the Holon Technical School should provide for the training of engineers in the Tel Aviv area. An earlier study commitee split on the subject, and each institution then decided to go ahead with its own program. Attempts are under way to put some planning authority into a body known as the Council for Higher Education, which currently functions as an accreditation organization, but hopes are not high. In this miniscule country, the universities rank high in role and influence. They have fared well under the present system, and are not eager for change.

Fund raising is a well-developed craft on the American academic scene. Israel, which relies so heavily on foreign philanthropy, has refined fund raising to a science. Each of the well-established universities has set up Friends of the ________ University chapters in the United States and Europe. Virtually every constructed object on the campuses is adorned with a plaque denoting the donor. The virtuoso of Israel's fund raisers for learned purposes is the now semiretired Meyer W. Weisgal, former president of the Weizmann Institute. A nonscientist bag man of legendary attainments, Weisgal is universally credited with having brought in the financial sustenance that made it possible for the Institute to acquire a world reputation for scientific excellence. A colleague of his remarked, "Meyer's old and is getting out of the business, but when he goes abroad he still comes back with a million or two." As is usually the case with donors, they fancy having their names on durable objects but do not like to provide funds for cutting the grass. Chaim Weizmann is said to have often advised Weisgal, "Meyer, don't take gifts that eat." But a relative abundance of funds for construction and a dearth of operating money plagues all of Israel's academic and research centers.

Few donors are as thoughtful as the late Gerard Swope, president of General Electric, who left the Technion of Haifa some $8 million with the expressed preference that it not be used to build anything.

SABIN AS ADMINISTRATOR

Sabin's appointment as president of the Weizmann Institute produced some surprise, since the position had been looked upon as principally for fund raising. But Sabin, who has terminated his own research activities, has already demonstrated his fund-raising prowess. He returned from the U.S. recently with a $1 million donation for a new institute of chemical sciences; another $400,000 for an institute for the teaching of science, plus $250,000 for an endowed chair, and about $750,000 for a new institute of applied chemistry. Among the curiosities of international academic finance is the fact that the Weizmann Institute and several other Israeli institutions are chartered by the Board of Regents of the State of New York. This, in turn, qualifies them for support under the American Schools and Hospitals Act Abroad, which recently produced $2.5 million for the Weizmann Institute for purchase of equipment.

To what extent has the enduring state of hostilities impinged upon Israel's academic and research institutions? The casual visitor would say, surprisingly little. Because of the draft, the student body is older and less carefree. Duty in the Reserve, frequently running to 60 days a year, takes able-bodied professors and truck drivers indiscriminately, and, by all accounts, attempts at evasion or securing comfortable duty are virtually unheard of.

A Hebrew University microbiology professor, recently returned from a tour of duty on the embattled Suez Canal line, wryly noted that he held the rank of sergeant while one of his Ph.D. candidates was a lieutenant. Student life contains many of the dissatisfactions that have prompted eruptions elsewhere, but the Israeli students, possibly because of their age, the discipline of military experience, and the precarious plight of their country, have remained quiet. In mid-March, about 20 young people, described in the press as "New left students," attempted to demonstrate against plans to establish a Jewish settlement in the former Jordanian-held town of Hebron. They were dispersed by troops. In speaking to students, government officials have occasionally encountered hostile questioning about the future of the territory acquired in the Six-day War. But no student "movement" of any size appears to exist. An Israeli who toured British universities recently to speak on current political matters expressed puzzlement over the affinity that Israeli students abroad seemed to have for New Left organizations. He dismissed it as an aberration. But in the view of a professor of sociology, the ingredients for a typical student explosion are present, "and when the war is over it will be our turn." In general, however, there is a smug feeling that all is well. Thus, *Technion Magazine*'s editor finds "no cause" for student social discontent. "Israel is a working democracy; there are no extremes of wealth and poverty to agitate the conscience . . . our institutes of higher learning [are] sensitive to changes and alert to new ideas. And, to their credit let it be said they have generally adapted themselves to the fluid situation without internal or external pressure."

QUEST FOR FRIENDS

In its quest for friends, among other reasons, Israel has long welcomed foreign students. Some 15,000 have studied at its institutions since the mid-1950's, among them thousands from underdeveloped nations that are interested in Israel's strikingly rapid progress toward economic development. On hand at any one time are hundreds of American undergraduates, usually enrolled for a year or two. Their performance stirs mixed reactions. It is said that their relative affluence usually prices them out of close social relations with their Israeli counterparts. And they are generally credited with having brought drugs into the student scene. Hashish is readily obtainable, but many Israelis seem to regard it as an Arab indulgence, and there is a good deal of anger expressed about American students "luring" Israeli youngsters to the practice.

The part that the Israeli scientific community plays in military affairs is little discussed, partly for conventional reasons of military security, but also because Israel has long found advantage in conveying an image of vast but undisclosed scientific-military prowess. Brigadier General Ya'acov, the Defense Ministry's deputy chief scientist recited the widely published statement that half of all Israeli expenditures for research and development are in the military field. And he added that the proportion is growing. He said that, as might be expected, major efforts are concentrated on electronics, night visibility devices, and materials, Israeli capability may even extend to advanced aircraft. While there are no plans at present, Israel might be able to develop a "super phantom" within a decade. Ya'acov said that there are more than 20 "greenhouse" groups seeking to keep in touch with scientific and technical developments that might have military application, but that the Defense Ministry itself funds little basic research.

More research is being assigned to the universities, he said, including some classified research, but the amount is still relatively small. However, the ministry draws upon the universities for scientific counsel. Referring to the recent arrival of SAM-3 missiles in Egypt, he said, "Everyone in Israel is concerned about it, and if a scientist feels he can contribute to the solution of this problem, he will." He doubts, he said, that the military forces suffer from the lack of cooperation that exists between American and British defense research establishments. "Early science and technology are an open book for everyone to read," he said, "and when we see something we're interested in, our problem is to adapt it to our own particular needs." Of course, he added, there are many items too complex or costly for Israel to produce at present, but that is a matter of politics and finance, not research. He felt that, within the scope of its resources, Israel could look after itself in devising weaponry.

Ya'acov said the Arabs are yet to produce "a good weapons system," but added that there were fears Egypt might focus its limited technical resources on some particularly devastating weapon. "We assume," he said, "that they will have the capability for producing a nuclear weapon by 1990, and that they could produce serious chemical or biological weapons before that." The inevitable question about Israel's own nuclear intentions produced the standard, noncommittal reply.

Ushered out of the Defense Ministry of this warring country, I encountered an appropriate contrast. Atop the building was wondrously complex spire of electronic devices; at the gate, seated on a common household chair, was a young sentry, rifle across his knees, animately chatting with a pretty girl.

The subcommittee was graciously furnished with a number of scholarly articles on the education of the disadvantaged which we would like to call to the attention of American scholars in the field. These include contributions by two of our most able hosts:

Reuven Feuerstein, "The Role of Social Institutions and Subsystems in the Causation, Prevention and Alleviation of Retarded Performance: A Contribution to a Dynamic Approach;" Paper delivered at Peabody-NIMH Conference on Social-Cultural Aspects of Mental Retardation, Nashville, Tennessee, June 9-12, 1968.

——— with David Krasilowsky, "The Treatment Group Technique"; Reprinted from *The Israel Annals of Psychiatry and Related Disciplines*, Volume 5, No. 1, Spring 1967.

———, "The Learning Potential Assessment Device".

Moshe and Sarah Smilansky, "Intellectual Advancement of Culturally Disadvantaged Children: An Israeli Approach for Research and Action"; *International Review of Education*, Volume XIII, No. 4, 1967.

PART IV—GLOSSARY

The terms used in this report are, generally, derived from the *Dictionary of Jewish Public Affairs and Related Matters*, published by the Institute of Jewish Affairs, World Jewish Congress, New York.

BAGRUT—The matriculation examination ordinarily given to high school graduates as a precondition of enrollment in higher education.

HADASSAH, Women's Zionist Organization of America, founded in 1912 under the leadership of Henrietta Szold, and having its seat in New York. The present membership is over 300,000. It has been particularly active in support of Youth Aliyah (see below) work and in health services for Palestine and Israel, by maintaining Hadassah hospitals and establishing a Medical Center at the Hebrew University in Jerusalem. Hadassah endeavors to foster Jewish culture and living among its members.

JEWISH NATIONAL FUND (JNF) (Hebrew: Keren Kayemet Leyisrael), established by the World Zionist Organization in 1901 as a land-purchasing agency in Palestine. The land remains the property of the Jewish people; the settlers receive the land on hereditary lease and are obliged to reside on the holding and to cultivate it.

Before the British White Paper of 1939 restricting the purchase of land, the Fund had acquired 137,500 acres and invested some $25 million in land redemption and reclamation.

Since the establishment of Israel, the main task of the JNF has been not buying, but reclaiming, afforesting, and draining the land, e.g. the draining of Lake Hurch and transforming of the surrounding swamps into fertile farmland.

Since 1951, the JNF has not conducted general fundraising campaigns and has concentrated on raising funds through its traditional media: Blue Boxes, inscriptions in the Golden Book, Barmitzvah Book, Children's Book, and Tree Certificates.

JOINT DISTRIBUTION COMMITTEE (full name, American Jewish Joint Distribution Committee, abbreviated to JDC or Joint), founded in November, 1914, by the Central Relief Committee of the Orthodox Jewish Congregations, the American Jewish Relief Committee of the American Jewish Committee, and the People's Relief Committee of Jewish labor groups to act as a joint distributing agency for funds collected in the USA and in some foreign countries for Jewish war sufferers. It has since become the principal U.S. Jewish agency for relief abroad.

Beginning in 1917 the Joint conducted campaigns independently and/or in collaboration with other organizations. JDC has been a permanent constituent and beneficiary of the United Jewish Appeal since 1939.

The JDC supports some specialized relief agencies, such as the World ORT and Malben.

KEREN HAYESOD-UNITED ISRAEL APPEAL, now a synonym for Keren Hayesod, the financial arm of the World Zionist Organization.

KIBBUTZ (plural, Kibbutzim), a large Kvutza or a primarily collective agricultural settlement, although some Kibbutzim also own and operate industrial enterprises. The population of a Kibbutz ranges between 60 and 2,000. The land is "nationally" owned, usually land of the Jewish National Fund. The Kibbutz is based on collective property and communal work and living; the underlying principle may be summed up by the slogan, "To each according to his need and from each according to his capacity." Only living quarters for the married and some personal goods are individual; the kitchen is communal, and the central dining room is a main feature of the Kibbutz. Many Kibbutzim have communal children's houses. In some, the children live in their parents' quarters. There are several unions of Kibbutzim, each with its own idealogy in addition to the common Kibbutz ideal.

KVUTZA (Hebrew for group; plural, Kvutzot), an agricultural settlement in Israel, mostly on land belonging to the Jewish National Fund and based on economic collectivism. Hired help is, in principle, prohibited but severe labor shortages have caused deviations in practice. The Kvutza was conceived to be small in size and numbers; thus, a Kvutza, rather than expand in the course of its development, used to set up a new Kvutza. For example, Degania, the mother of the Kvutzot, founded in 1909, set up Degania B. The problem of growth, among other problems, led to the establishment of larger collectives, the Kibbutzim. The ideological differences between the Kvutzot and the Kibbutzim have almost disappeared, the difference being mainly one of size.

MADRICH—A leader, counselor or guide, usually in a youth movement or organization.

MALBEN (initials of Hebrew words signifying Institution for the Care of Handicapped Immigrants), a network of social welfare institutions in Israel for aged, sick, and handicapped newcomers maintained by the Joint Distribution Committee, established in 1950.

Malben operates homes, infirmaries, and villages for the aged and helps aged, ill, and handicapped newcomers and their families in Israel. Malben also owns and subsidizes hospitals, sanitariums, sheltered workshops, and other institutions.

MITZVOT—Commandments of the Jewish law or TORAH; religious directives and prohibitions.

MIZRACHI (Hebrew for Eastern), a Zionist organization of Orthodox Jews. It was first organized in Vilna in 1902 and formally established in Bratislava (Slovakia) in 1904 to help bridge the then existing gulf between political Zionism and Orthodoxy. Its main principle was Eretz Yisrael L'am Yisrael al pi Torat Yisrael ("The land of Israel for the people of Israel on the basis of the Torah of Israel").

In Israel, Mizrachi, as well as its labor wing, the Hapoel Hamizrachi, is a political party; their main demand is that legislation be based on traditional Jewish jurisprudence.

MOSHAV (pl., Moshavim, Hebrew for workers' settlement), a cooperative smallholders' settlement governed by five principles: (1) The land is national property; (2) all farms are equal in size; (3) no hired labor, each farm being worked by the settler and his family only; (4) mutual aid among the settlers; (5) the selling of the produce of the farms and the buying of the required supplies are done by central cooperatives.

MOSHAV SHITUFI (Hebrew for collective settlement), a settlement in Israel which combines elements of the Kibbutz with some of the Moshav: collective ownership of the agricultural equipment and collective work, as in the former, but individual households including the care of children, as in the latter.

NATIONAL COUNCIL OF JEWISH WOMEN, an organization with headquarters in New York, founded in 1893 to act in current Jewish affairs, international relations, social legislation, social welfare, and serivce to the foreign-born (advice on immigration problems, social adjustment, naturalizations and Americanization). It maintains several programs in Israel for the training of social workers, a model secondary school, etc.

ORT (initials of the Russian name meaning Society to Develop Trades), a Jewish organization founded in Russia in 1880 for the purpose of promoting skilled trades and agriculture among the Jews there. After the First World War its activities were concentrated in Poland, the Baltic countries, and Rumania. In 1922 the World ORT Union was established, with national organizations in many countries, such as the American ORT Federation. The ORT now conducts its main activities in North Africa and Israel.

PIONEER WOMEN, the Women's Labor Zionist Organization. The first Pioneer Women organization was founded by the Poale Zion Right in the United States and Canada in 1925. Pioneer Women's Organizations later arose elsewhere, particularly in England and in various countries of Latin America, and are ideologically aligned with Labor Zionist groups. P.W. cooperates with the Moetzet Hapoalot, the Women's Workers Council of the Histadrut, and conducts fundraising campaigns for its welfare and humanitarian institutions in Israel, especially schools, nurseries, playgrounds, etc.

SEPHARDIM, (from Sepharad, a biblical name taken to mean Spain), the Jews of Spain and Portugal, who, after the expulsions in the 15th century, emigrated to North Africa, the Near East, the Balkans, Italy, Southern France, Holland, and England, as well as to the Americas, and their descendants in these and other countries. They have their own religious rite and some of them still use their own vernacular (Ladino). The term often includes Oriental Jews who are not descendants of Spanish Jews. The number of Sephardim, including the Oriental Jews, in the world today is about 1,700,000.

UNITED JEWISH APPEAL (UJA), with seat in New York, is the most important Jewish fundraising agency in the United States for the needs of Jews in Israel and overseas, and for Jewish refugees in the USA. It was started in 1934 and became permanent in 1938. At first, it was a combined campaign for funds of the Joint Distribution Committee and the Keren Hayesod; since 1938 it has been the combined campaign of the JDC, the United Palestine Appeal, and the National Refugee Service.

The UJA receives its allocations from local Jewish welfare funds, except in Greater New York and a few other communities, where the UJA itself conducts fundraising drives annually.

YOUTH ALIYAH, a term designating the organized migration to Palestine (and Israel) of Jewish children and youth, including their education and training, for the purpose of their absorption into Israeli society. Before the Second World War, the training used to be done prior to emigration, in various countries under the aegis of the Youth Aliyah. After the war, except for some children's homes in France which served mainly North African children, the training is done in Israel. In the years of mass immigration after the establishment of Israel, Y.A. dealt not only with direct migration from abroad, but also with children already in Israel, living in Ma'abarot (new immigrants' temporary housing centers) or in slums. The total number of children and youth under Y.A. auspices, from its inception in 1934 until now exceeds 100,000.

ZIONISM, a movement for the renascence of the Jewish people through colonization in Palestine, created by the Hovevei Zion in the 1880's. On the initiative of Theodor Herzl, a political Zionist movement was organized at the First Zionist Congress in Basel, Switzerland, in 1897, which established the World Zionist Organization. The concrete aims of Zionism were laid down in the Basel Program. Milestones in the development of political Zionism are the Balfour Declaration, 1917, the Palestine Mandate, 1922, the resolution of the United Nations providing for the creation of a Jewish State, 1947, and the proclamation of the Jewish State in 1948.

Since then Zionism has continued to work for the upbuilding and strengthening of the State of Israel.